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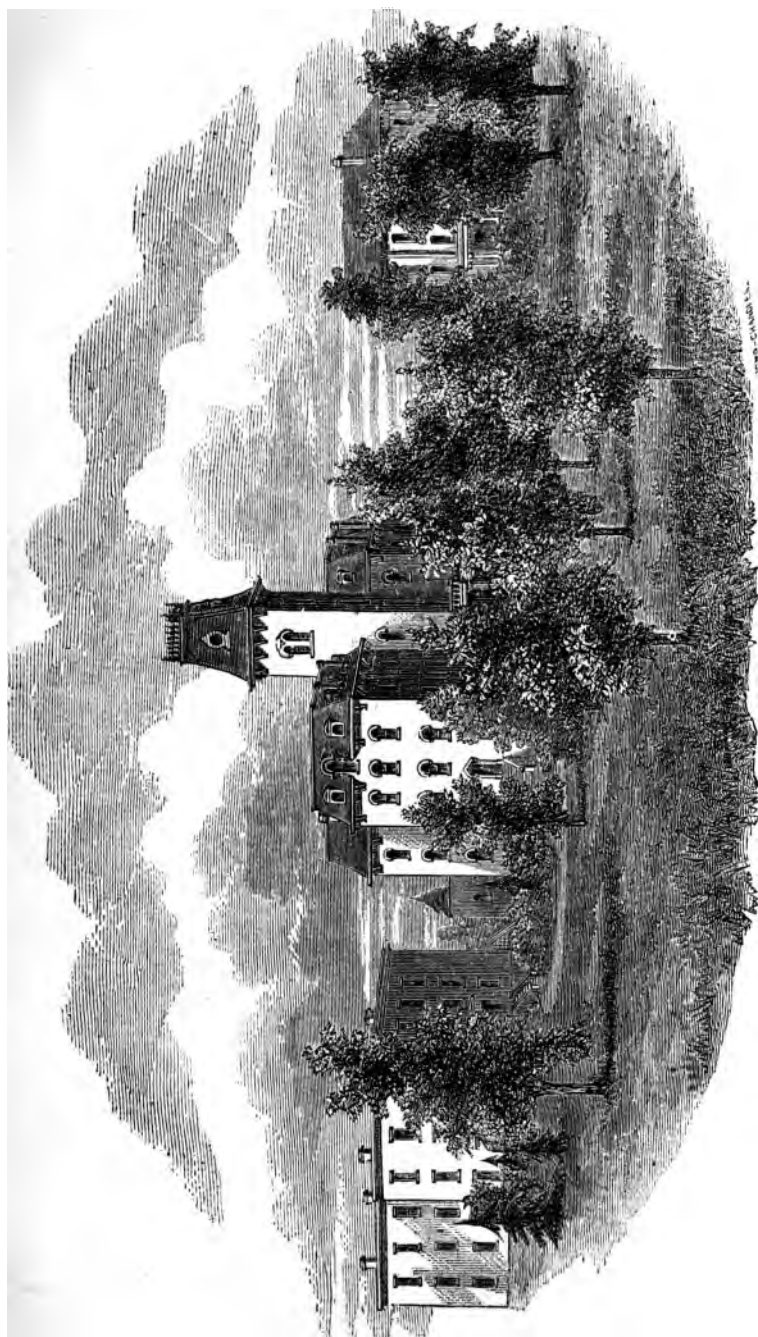












MICHIGAN STATE AGRICULTURAL COLLEGE.

THIRTY-THIRD ANNUAL REPORT  
OF THE  
*Superintendent of Public Instruction*  
OF THE  
STATE OF MICHIGAN,  
WITH  
ACCOMPANYING DOCUMENTS,  
FOR THE YEAR 1869.



~~~~~  
*BY AUTHORITY.*  
~~~~~

LANSING:  
W. S. GEORGE & CO., PRINTERS TO THE STATE.  
1869.

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As no session of the Legislature has been held in the winter of 1870, this delay is not of serious damage; but it is very important that the Report for 1870 should be through the press before the meeting of the Legislature in January, 1871. This cannot be, however, unless the Directors are prompt in making their Reports. Directors are earnestly urged to see to it that they have their blanks before the 1st of September. If not received by the middle of August, apply to the Town Clerk for them without delay; so that in case of accident or loss, there will be time to obtain a new supply.

This Report is forwarded to the several County Clerks, who are requested to forward it to the towns in numbers sufficient (as shown by the Inspectors' Reports for 1869) to supply: one copy to each School Director, and one to each Township Clerk. The County Clerk and County Treasurer are each entitled to one copy; and one or more copies, as may be required, and can be furnished, after supplying the preceding officers, may be delivered to County Superintendents.



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DEPARTMENT OF PUBLIC INSTRUCTION, }  
OFFICE OF SUPERINTENDENT, }  
*Lansing, Michigan, December 28, 1869.* }

To His Excellency HENRY P. BALDWIN,  
*Governor of the State of Michigan :*

SIR—I have the honor to submit herewith, in accordance with the provisions of the laws of this State, the Annual Report of the Department of Public Instruction, and the accompanying documents, for the year of our Lord 1869.

I am very respectfully,

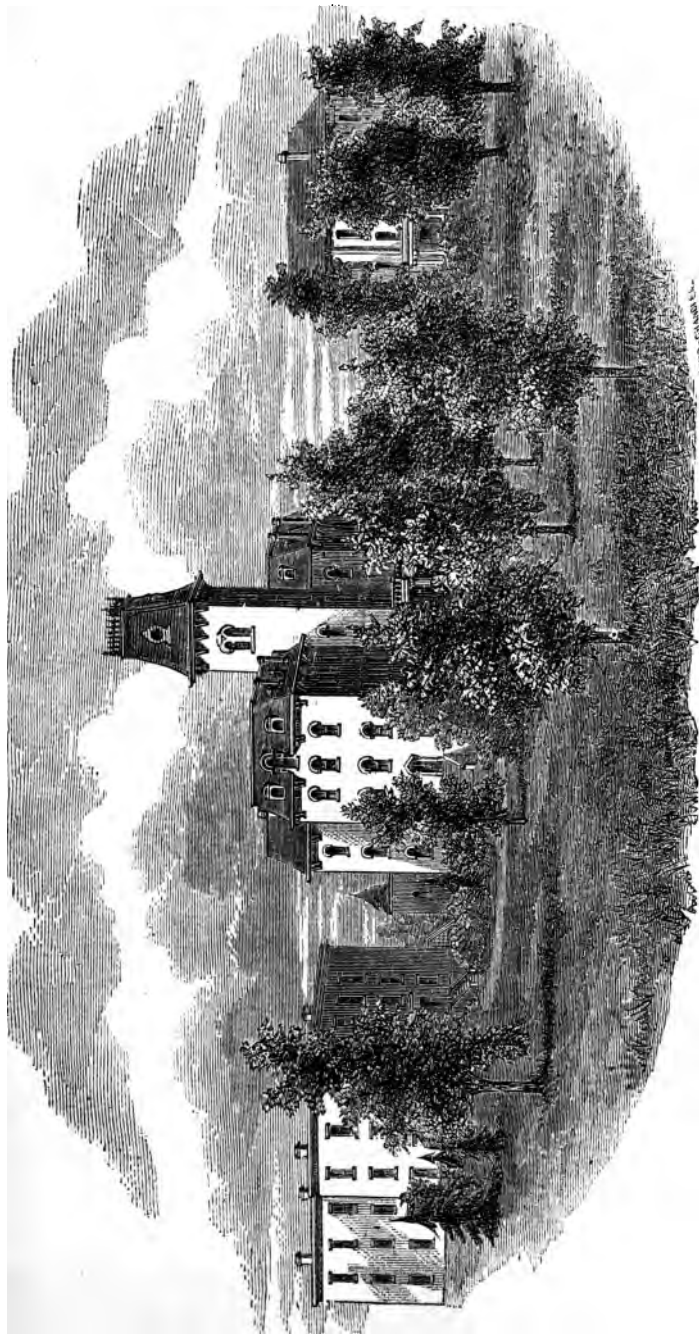
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ORAMEL HOSFORD,  
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ORAMEL HOSFORD,

*Superintendent of Public Instruction.*



# REPORT.

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The condition of the Public Schools and higher institutions of learning in the State, does not differ materially from the report made of them last year, as the same general plans of school work, and the same system of instruction, have been in operation, producing their usual results. The increased interest felt by the people generally, in the schools, spoken of in the report of last year, has not in the least diminished, but has greatly increased. This is seen in the improvement of school grounds, the building of school-houses, and more taste displayed in both the building and the grounds.

There is also a demand for better teachers; and this demand is rapidly increasing. There is a readiness to meet any reasonable expense necessary to secure good schools. The main question is not now, who will teach the cheapest school, but who will teach the best one?

The most manifest evidence of an increasing interest in the public schools is the fact that men are now often engaged in most earnest discussions of topics pertaining to the best interests of the schools. The time has been when such discussions would have been considered an eighth wonder. No one can pass through the State with his eyes open at all, without noticing the new school-houses with their improved grounds, well fenced, and having the necessary out-buildings. They will also see great improvements in many of the old school-houses; those browned by age, that have during all these years been open to the public streets; many of them have had their

grounds graded and fenced, the old houses thoroughly repaired and painted.

Nearly every report coming from the County Superintendents mentions especially, the great change in school buildings, more taste displayed in the plan of the house, they are better furnished, many of them being supplied with the best style of seats now used, and having other furniture to correspond. All these things speak most emphatically of the increased interest felt in the prosperity of the public schools. Formerly all this kind of work would have been looked upon as unexcusable extravagance. The increased interest in the schools is also seen in the increased length of time devoted to the schools. Three months only, were believed by many to be time enough for children to attend school in a single year, or at least this was all that many people were inclined to sustain a school; five or six months were deemed generous in the extreme. In many parts of the State, this plan, which is a most desirable one, is now adopted; dividing the school year into three terms of three months each, giving nine months for school each year, short recesses are allowed between the first and second terms, and also between the second and third, the third term ending early in July, a vacation of eight or ten weeks follows, continuing through July and August, the fall term commencing the first of September.

This arrangement has been found most valuable by those who have tried it. The average attendance has been much larger than before; in some cases nearly double what it was when the schools were continued through the hot months of July and August. The pupils have made much greater progress in their studies than formerly. There seems to be but one opinion as to the desirableness of the change among those who have tried this plan. In many places in the State the three terms system is adopted, and is to be the permanent order for the schools hereafter.

The County Superintendents speak of another fact which is of especial interest. They say that the schools are more gen-

erally visited by the school officers, (and the fact is corroborated by the school reports.) The universal testimony of teachers was, that they could not interest the patrons sufficiently to induce them to visit the schools, and their success with the officers was but little better; they were seldom found within the school-room; those who ever spent an hour there formed an exception to the general rule. No care was taken in the selection of school officers; it was no recommendation for a man that he was qualified for the position he was asked to fill, or that he was at all interested in the success of the school; indeed it was often the case, that a knowledge of these facts would only excite the suspicion of the people, and tend to defeat their election. The fear was that such men would strive to secure good schools without regard to expense; cheap schools was the great end to be secured. The Superintendents say in their reports, that more care is now taken to secure competent men for school officers who have a care for the school during its session. They do not feel that they have been elected simply to hire the teacher, and that the cheapest possible, and when the school opens for the term their duties are ended, but they frequently visit the school, striving to encourage both pupils and teacher in their work. One of the Superintendents says that the reports from the districts of his county enumerate three hundred and twenty director's visits to the schools. This, he says, does not include the *daily* visits of the director of the city schools. With regard to the visits of patrons, the same Superintendent says "parents and other citizens have visited the schools with unusual frequency." Other Superintendents report similar facts. This change has been secured very largely through the agency of the County Superintendents; it is the natural result of their efforts. Wherever these men have labored earnestly and wisely, the district officers have become more efficient in the discharge of their duties, and the people manifest more interest in the prosperity of the schools, and have a stronger desire that their children

should receive a good education. It needed not a prophet's ken to predict these results. All that was required to secure this interest, was to turn the thoughts of the people to the schools, and hold them there for a time. They were not accustomed to give a thought to the schools, unless some question should arise, about which there might be a difference of opinion; then an excitement would be created, often approaching the dignity of the "tempest in the teapot," and whose results were about as important.

These excitements secured no permanent interest in the schools, for they were produced by the discussion of questions outside of the school, or school duties; they were of no importance at all to the schools; mere matters of opinion, affecting no one except those holding them. Pride of opinion, and the determination to carry a point, simply because it is "ours," is the foundation of these neighborhood quarrels, for they are little else than quarrels. From such disputes no permanent desire to maintain a good school can be secured; no, not even a present desire. As a rule those who have the least care for the education of the children, will be found the most noisy disputers, willing to spend days in going from neighbor to neighbor to induce them to join their party, who would never dream of spending a half hour in the school-room encouraging teacher and pupils by their presence and counsel. The Superintendents in their visits and discussions, keep the great subject of education and its advantages before the people continually, no excitement is created, but the thoughts are turned in the right direction and held there, producing intelligent conviction, which results in corresponding effort; hence we find that the schools are more frequently visited by both parents and school officers. This is a healthy normal condition, which ensures permanent interest and constant progress.

A most manifest change for the better has taken place in the reports of school officers; they are more carefully prepared; hence more accurate and fuller than formerly. The universal

indifference which has prevailed in regard to the schools has led the various officers to feel that their duties were of little consequence, and they have been careless in their discharge, endeavoring to meet the demands of law, but being very sure not to go far beyond this, they were of little value except the data furnished by which the public money might be apportioned. Greater care is now taken in making out these reports, men of more experience are, in many instances, chosen to fill the offices. These men, desiring good schools, seek for competent teachers, rejecting those of inferior qualifications, compelling them either to abandon the calling or make the necessary preparation for it; which is a most desirable result.

In all branches of business those only are employed permanently who are prepared for their work; having received the requisite training to enable them successfully to perform well whatever they undertake, mere pretenders are at once rejected, no one thinking of employing them simply because they work cheaper than others. The labor of mere charlatans is the dearest that can be had, let the price be the smallest imaginable. The omen is a good one, when teachers are improving every opportunity to make higher attainments, not only in the branches of study they will be required to teach, but also in methods of teaching and governing. Almost every Superintendent makes special mention of the fact that in his county the teachers are employing every spare moment to make these attainments. Many who at first complained most bitterly of what they termed "stringent requisitions," and "arbitrary demands," made by the Superintendents, most heartily endorse their course now. Quietly yielding to the requisitions, they at once commenced a rigorous course of study and reading, which has resulted in a broader education, which not only better fits them to instruct, but gives them more intelligent views of the nature of their work, they are full of expressions of gratitude that they were compelled to give this time and labor to secure a more thorough preparation for their work. They are



much better satisfied with what they are able to do, and take much more pleasure in their labor.

All are aware how quickly every department, whether of government or business, feels a change that is at all radical in any of its parts. If one is improved all others very soon give evidence of improvement. The school system is not an exception to this general law. The change in the supervision of the schools, although so recently effected, shows plainly its influence for good on all the other departments.

The plan of free schools that has been in operation less than a single term gives promise of most gratifying results. For several years the effort was made to induce the Legislature to abolish the rate-bill, and make all the public schools free. Those urging this change were ever met with the reply that the people were now burdened with taxes and would resist it, men who had heavy taxes to pay and no children to send to the schools, would not submit to this increase of their burdens. Besides, it was as much the duty of parents to educate their children as to clothe and feed them, and it was as unreasonable to tax the people to do the one as the other.

The friends of free schools continued to urge upon each succeeding Legislature the abolition of the rate-bill. Many would admit the importance and necessity of the change, that the interest of the public schools demanded that they should be free, but these same Legislators would further say that "we cannot take the responsibility of passing a law that will be so universally opposed as this would be at present;" and when the law was passed by the last legislature, many who were friends of the bill and voted for it, were yet fearful that it would meet with opposition from the people; they felt quite sure that in many localities it would be defeated by a large majority if left to the popular vote. But contrary to all these impressions, no act of the Legislature has given more universal satisfaction. The warmest friends of the measure, and those most familiar with the public feeling with regard to it, have been most

agreeably disappointed at the universal favor with which the law has been received. This law has not been in operation long enough to show any definite results. The reports from all parts of the State speak of an unusually large attendance upon the Annual Meeting, and that in many places a more competent class of school officers were selected. The law doubtless had its influence in securing both these very desirable results. Many men have hitherto refused to accept these positions because of the time required to look after so many things that were looked upon as the petty interests of the school, such as seeing that each man had provided his proportion of the wood, then making out and collecting the rate-bill, felt to be the most irksome of all. The law abolishing the rate-bill so diminishes these labors that business men can accept and perform the duties of the various school offices without detriment to their private interests, and they are willing if desired, to occupy these places. We cannot expect men of business, whose time is wholly occupied with their own affairs, to do this kind of work ; they certainly will not do it unless they have some special interest to secure. Some have children to educate, and are willing to make sacrifices to secure good schools. There are also occasionally men to be found who have sufficient interest in the children and youth of their neighborhood to lead them to devote time and labor for this object, although they may receive no personal benefit. These cases are however, exceedingly rare. The length of time devoted to the schools has been greatly increased in consequence of the schools being free. In some districts they are to have nearly twice the length of school that they have had before. The advantages of the free school system are so manifest, that it was adopted in most of our cities and large towns several years since, the rate-bill being abolished by public vote. A larger number of children are found to attend the public schools, and there is far less irregularity of attendance. If these were the only advantages gained by the change, they

would furnish an abundant compensation for all the time and labor expended in effecting it. No one thing hinders the progress of a school more than the frequent absences of the pupils. In many places teachers find it almost impossible to conduct the classes with any degree of success, because the different members of the class are so frequently away. These repeated absences not only destroy the interest of those who are away, which they would otherwise feel in their studies, but mar that of those who are present, and greatly discourage the teacher. This is one great cause why so little is accomplished in the district schools of the State. Another cause of the failure of these schools to do what they might do, is the frequent change of teachers. No school can ever attain a high degree of excellence, or even a moderate degree, whose pupils are often away from the school-room, and whose teacher is changed every term. However well prepared teachers may be, or however successful in their work, a single term does by no means give them time enough to make such an impression as to give anything like a permanent character to the school. The fact may be demonstrated that the teacher is a good one, but nothing more. A good school has been taught in this district for one term, but there is no certainty that the same success will be realized the next, as a stranger has been employed. The teacher secures some reputation by the success of the school, but the district gains nothing. If that teacher should remain permanently, or for a series of years, the reputation that he might have, would be transferred to the school, and it becomes known as a school of rare merit. The good that such a teacher can do the pupils is incalculably greater than a stranger can do, even if equally well qualified.

#### SCHOOL APPARATUS.

More care should be taken in furnishing apparatus for the schools. Every foot of wall that can possibly be secured for the purpose, should be finished for a black-board. In the district school-houses a part of the board should be made low, so

as to be within reach of the small children. In most of these houses but a single board is found, and that so high as to be entirely out of their reach, and can never be used by them. In many of the Union schools the blackboards in the primary rooms are placed so high that the children have to stand on their tip-toes and stretch the arm to its full length, in order to reach them. To remedy this defect, a step has been raised around the room for the children to stand upon when at the board, but this is always in the way; it would be much better to make the wainscoting shorter, so that the blackboard could be made low enough at first. The platforms are necessarily very narrow, and the pupils are compelled to stand close to the wall, making it very inconvenient to work upon it. The modes of instruction now almost universally employed, require a large amount of blackboard surface. Very much time, even of the very youngest pupils, can be profitably employed in exercises upon the board. Every school should be supplied with outline maps, globes, the various solids, and the like. A skillful teacher finds much use for all the various kinds of apparatus; scarcely will there a day pass without occasions offering for the use of some of these things as illustrations. It is of the greatest importance that children should obtain clear and definite notions of the subjects that are presented to them. These notions are obtained through the eye more fully than by any or all the other senses. Attempt to describe a cube to a child, to give him a clear idea of what it is, by the use of words simply, and how tedious the effort, and how imperfect the result; it is very doubtful whether he would recognize the cube if he should see it afterward. But with a cube before them, the smallest children would get so perfect an idea as to recognize the form ever after, whenever seen. There are other reasons why children should have these clear, definite notions given to them, than the mere knowledge acquired. One is the accustoming the children, from the very commencement of their school life, to feel that they have not learned anything until

they have a well defined idea with regard to it. There is so much of mere memorizing of words, without getting scarcely the shadow of an idea, in the schools, that pupils naturally come to think study is simply memorizing the text, and when they are able to repeat what there is in the text-book, they have mastered the subject. How many there are who have been through some Grammar repeatedly, so that they are able to repeat definitions, rules, remarks and exceptions in the most fluent manner, and yet have but little, if any, real notion of the nature of language or its laws, and so far as to receiving any practical benefit from its study, their correspondence and daily conversation bear ample testimony. Arithmetic is too often studied in a similar manner. If some example of a practical character is given them to perform, they at once ask by what rule it is to be wrought. If their early instruction had been such as to have given them some clear notions of the various subjects they were studying, they never would have been satisfied with this mere memorizing of text-books. They would have studied the laws of language, or the nature of numbers, until they had so fully comprehended them as to be, in a measure at least, free from rules or formulas, and enabled to apply the general principles to practical life.

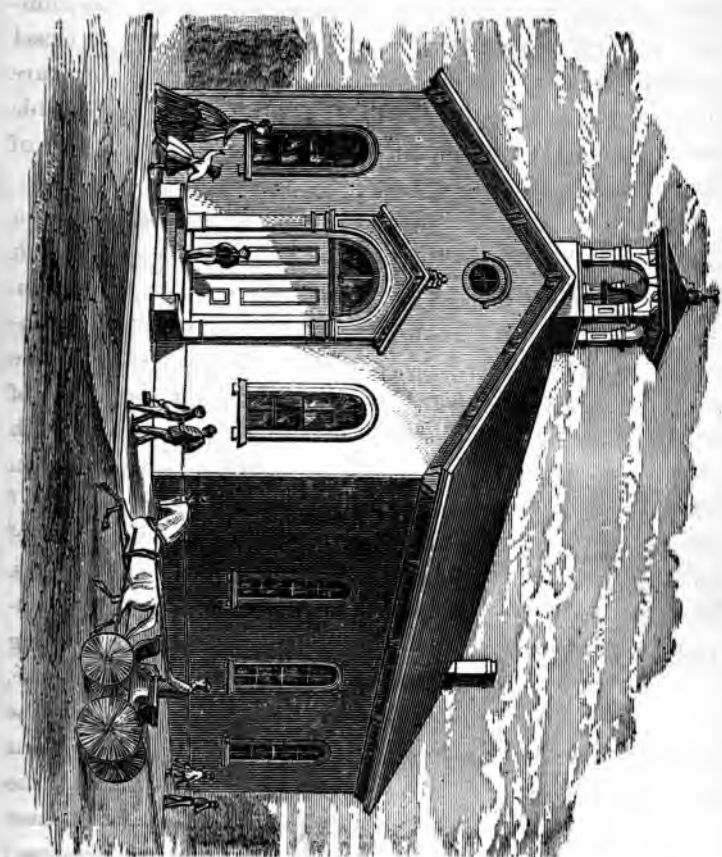
Another reason why children should gain clear ideas from their earliest school exercises and studies is the interest they will surely acquire in the school and school duties. What a monotonous and tiresome round are these duties to the child that sees no light in them! In blindness are they going their daily round, the only things of interest are the sly pranks, the undetected misdemeanors which act as safety-valves to pent up mirthfulness. This ought not so to be. The school-room may and should be made attractive; not merely by vases of flowers, and jars of fragrant flowering plants. These are well in their place, and add greatly to the cheerfulness of the school-room; but the highest pleasure is secured by awakening thought, and imparting real knowledge. Children love to think and to

learn. Every new fact learned only stimulates the child and excites the desire for learning others, but these things must be in the highest sense learned, fully comprehended, clearly understood. Simply learning the words which may express ideas to minds somewhat mature, is learning nothing beyond words. At this point has been the failure with many teachers; they have taken it for granted that the child who could readily repeat the words that conveyed ideas to themselves, must of necessity have the same idea. To the teacher the idea is simple, and the words clearly express it, and the child must be very stupid not to see it. This by no means follows. Words alone give very imperfect ideas; general knowledge aids materially in understanding any new subject, whether this knowledge has any direct connection with it or not. Children have not this general knowledge; their range of thought is very limited. It takes them a long time to fully master any new theme, and they want something more than words and word description to enable them clearly to comprehend the topics presented to them. If the eye can be brought into use to aid in gaining definite notions at first, the word description given in the presence of the actual object, or something that will represent it to the eye, the child speedily comprehends it, and after a time comes so to understand the nature and force of words as to gain more definite notion from description by words than at first. By the use of apparatus the teacher is enabled to secure the assistance which the eye gives, to enable the child to comprehend what he is endeavoring to describe.

The amount of apparatus needed in the school is not very expensive. A few dollars judiciously used each year, would in a short time, furnish all that would be needed. Some districts have commenced to obtain all the apparatus that could be profitably used, but they complain that it was of little value to the school, the teacher seldom used it, and it was very soon scattered and destroyed. I have often seen the remnants of outline maps and fragments of different kinds of furniture scat-

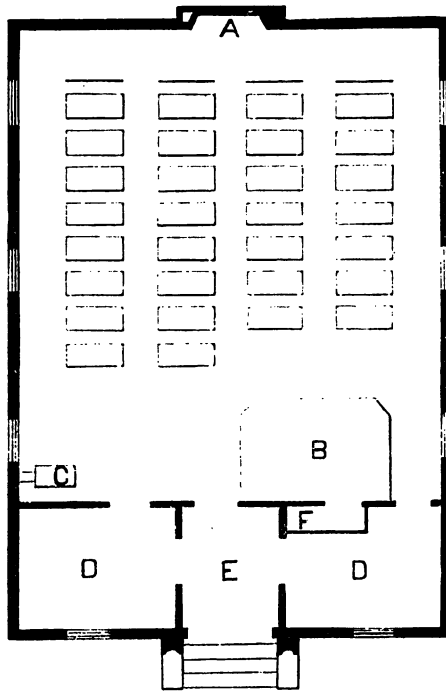
tered about, but in every such case there has been no place to put the apparatus, it was lying about in the open school-room, the maps perhaps used as curtains, and other kinds of apparatus used as toys for the younger pupils. With all the care that a teacher could exercise, there would be great danger that the apparatus thus exposed, would be more or less damaged. Every school-room should be supplied with a closet furnished with a lock and key, where all this kind of furniture could be deposited, and then the teacher be held responsible for its safe keeping. With such an arrangement a set of apparatus would last for many years.

It may be in place just here, to make a few suggestions in regard to building district school-houses. Of late years much has been written upon the importance of thorough ventilation. Too much cannot be said upon the subject; its importance cannot be overestimated. Special attention is given in some places, to ventilating school-rooms. All of the best class of school-houses are designed to be thoroughly furnished with ventilating tubes. But in the cheaper buildings, especially in district school-houses, no such arrangement has been made. If any care has been taken in ventilating any of this class of buildings, it is only in those that form very rare exceptions. In the volume of revised School Laws may be found the elevations and ground plans of various school edifices; among them the ground plan and elevation of a district school-house. As comparatively few may have access to the volume, and as some mistakes were made in the description of the house then given, it is thought best to insert it here, and give some of the reasons for using this plan in building. The design is to have all the windows in the school-room in the sides of the house; this prevents the light from shining directly into the eyes of either teacher or pupils. The ground plan shows the internal arrangement of the house. A is the fire-place. The chimney is designed to come to the floor, and a small fire-place to be built in it; this is to be closed by a movable register. There are









often days not cold enough to require a fire in the stove, a fire there would render the room uncomfortable, and yet it is damp and chilly, raining it may be, and the children come with damp if not wet feet. At such times it would be a very great convenience to have such a place, in which a little fire could be kindled as this fire-place would furnish. All that would be necessary would be to remove the register and build the fire. A small hearth should be laid to prevent the fire from getting upon the floor. B is the platform placed a little one side of the centre, to allow the door to open from the entrance hall, as well as to remove the teacher from the immediate vicinity of the stove. C is the stove; it should be a large box stove with a drum on the top, with opening through the centre. A tin or sheet-iron tube passing through the wall of the house

opens into the central opening of the drum, and this tube should be furnished with a damper to regulate the flow of air from the outside. The smoke-pipe passes from the stove to the centre of the room, then along the centre to the chimney. With this arrangement a constant flow of air is secured from the outside, which is warmed in passing through the drum, at the same time there is a current of cold impure air passing through the register and rising through the chimney. The school-room will thus be supplied with pure warm air, and relieved of the cold impure air from the floor. It is believed that this simple arrangement will supply a want which has never been met in district school-houses of the country.

The additional expense is but trifling, and this will be far more than compensated by the diminished expense in heating the school-room, while the advantages to the health of the pupils will be beyond estimate. The remaining parts of the house are easily described. F is a closet for the use of the teacher. It should be made large enough to hold all maps and other apparatus belonging to the school. D and D are wardrobes, in which hooks or boxes can be put up for the use of the pupils. It is much better to have the clothes hung in these protected wardrobes, than to have them in a common entrance hall, or to have them taken into the school-room.

The pupils are expected to pass through these wardrobes in going into the school-room—the boys passing through one and the girls the other—while the teacher and visitors pass at once from the entrance way to the school-room, the teacher, of course, using the closet back of the platform as a wardrobe. Plank walks should be placed in front of the school-house, and from the gate to the door, and also from the door to the woodshed and out-houses. The out-houses should always be separate buildings, and located some distance from each other. A long piece of heavy strap iron should be nailed to either side of the walk to be used as a scraper, and a large, stout foot mat should be placed in the entrance hall. A little attention to some of

these would aid materially in keeping the school-room clean, wholesome and attractive.

#### DECISIONS OF THE SUPREME COURT.

Several very important decisions of the Supreme Court have been made which pertain to questions touching the well-being of the schools, which have been thought of sufficient general interest to have them inserted in this report.

The first decision determines the effect that the division of a township has upon the school districts of the portion of the territory set off to another township, or that may be formed into a new township. The case before the court was:

"The People on the relation of School District No. 1 of the township of Portage *vs.* William Ryan, Supervisor of the township of Adams."

The application was for a mandamus to compel the defendant to assess certain school taxes.

In 1863 the Graded and High School District No. 1 of the township of Portage was enlarged so as to extend over the whole township of Portage. In 1864 the Legislature confirmed the boundaries of this district. In 1866 the Supervisors of Houghton county organized a new township out of this territory, naming the township Adams.

The claim of the relator was that the division of the township of Portage did not in any manner affect the territorial limits of the district, as above established, but that all the township of Adams is still a portion of District No. 1 of Portage, and liable to taxation for the purpose of building school houses, and the support of schools therein, and the payment of debts incurred thereby. The Supervisor of Adams refusing to assess the taxes called for by said district, a mandamus was asked to compel the assessor.

The defendant claimed that the organization of the township of Adams, *ipso facto*, severed its connection from the relator, and being thus severed, is not liable for any debts in-

curred by the latter in the absence of any statute creating such liability.

The following is the decision of the Court:

The main question to be considered in this case is, whether the erection of the township of Adams out of territory embraced by School District No. 1 of Portage severed all connection between the district and township, or left the people of the latter subject to the district, liable for a portion of its debts.

In considering this question, our attention is properly confined to the case as it stands before us, and our decision will be regulated by what has actually occurred, and not by any supposition of what might have taken place, or what may hereafter be done.

The relators expressly avow in the petition, that the township of Adams was set off from the territory embraced in the district, and organized, and in taking this proceeding against the respondent, as the Supervisor of that township, they necessarily assert the complete existence of the latter.

The proceedings of the Board of Supervisors in erecting the township are not before us, and as the record is silent on the subject, and as no claim of a contrary kind is interposed, it is right to presume that the board made no attempt to impose upon the people of the township any portion of the existing debt of the district, or to subject them to any of the corporate powers, or to the jurisdiction of the latter. And whether with or without the sanction of the Legislature directed to that end, any such action could be supported, is a point we do not consider.

That the Legislature were of opinion that no portion of the debts of the district would devolve on the people of the new township without an express enactment on the subject, is to be inferred from the passage of the law of 1867, which required the board to apportion the debts when any new township should be formed. (*Vol. 2, Ses. Laws 1867, p. 1032.*)

This law, however, seems to have been passed a short time after the erection of the township by the board, and in all probability without any knowledge by the Legislature that the township had been already formed. The relators do not claim that it had the effect to make the tax-payers of Adams liable for any portion of the debts in question.

Assuming, then, as we must, that the new township was duly formed and organized by legislative action, under and according to the Constitution, and without any special conditions or restrictions, that it became one of the townships of Houghton county by the same kind of general action by which new townships are commonly, if not always, formed, the question recurs, did it, when thus formed and organized, possess the same legal functions, the same immunity from obligation, the same right to order and manage its municipal affairs, as are conceded by the laws of the State to new townships generally?

The question will admit of but one answer. Upon becoming one of the organized townships of the State, without special conditions, it becomes a "township" within the meaning of the Constitution and laws, and clothed with the same rights and powers, and subject to the same duties which belong to new townships generally. It was the equal in rights and duties of all new townships not specially fettered by particular legislation.

Such being the status of the new township, the people were entitled and required to conform in all respects to the general laws of the State bearing upon townships and township affairs. They were required to elect school officers, organize school districts, and to institute and set in motion a complete school system from the beginning.

They were entitled to exercise their own discretion within such limits as the general laws prescribe respecting the schools they would support, and certainly they could not be compelled to support any, however desirable in the opinion of the relat-

ors, unless constrained to do so by positive law; nor could the discretion of the people of the new township be in this respect cramped or overborne by the previous action of the school in territory formerly comprehending that of the township, unless in virtue of some special statute.

It is nevertheless maintained on the part of the relators that the Legislature, by the Act of 1855, 1 Comp. Laws, 2411, declared that boundaries of a school district having a Union School should not be changed without the written consent of a majority of the district board of such district, and that this was equivalent to saying that no action of the Board of Supervisors in dividing townships, or erecting new ones, should have the effect to change or alter the boundaries of a school district having a Union school. But this position cannot be supported, even if it be conceded that this law is applicable to the graded schools established under the act of 1859.

The law of 1855, Sec. 2411 Com. L., if still in force, could never have been intended to take from the Board of Supervisors their constitutional power to erect townships, since that would have been impossible, and we must, therefore, suppose the prohibition was intended for the inspectors and inhabitants in whom was the exclusive power to form and alter school districts.

The law of 1855 could, therefore, have formed no impediment to the action of the Board of Supervisors, or in any manner modified the consequences of such action.

The view we have taken of the question which has been considered, makes it unnecessary to notice the other and less important points which were argued for the respondent. We are satisfied that the rights, powers and duties of the township, as erected, are wholly inconsistent with the claim set up by the relator.

The position taken by the district could only be sustained by abridging some of the present legal rights and powers inherent in the township, and by dispensing with some of the

duties now cast by law upon it. We are, therefore, of opinion that the motion must be denied, with costs.

#### DEBTS OF DISTRICTS ON DIVISION OF TOWNSHIP.

The Saginaw case covers the same ground as the above, but decides, also, another question, to wit: That when a district is divided by the creation of a new township, the territory set off has no claim in law for any of the funds of the district, though the officers of the original district were residents of the territory set off. The following is the decision:

"Township of Saginaw *vs.* School District No. 1 of the city of Saginaw."

The City of Saginaw was incorporated of territory which constituted about one-fourth of School District No. 1, of the township of Saginaw. The officers of the district (being within the city) thereafter assumed to be officers of School District No. 1, of the city of Saginaw, and brought suit in that name to recover moneys levied and collected for said School District No. 1, of the township of Saginaw, claiming an identity of corporate existence. *Held*, That whether the plaintiff in the suit was identical with School District No. 1 of the township of Saginaw, was a question of law, and not of fact for the jury.

*Held, further*, That the city charter (which provided for a board of city School Inspectors) had the effect to sever from the school district the territory included in the city, but without in any other respect depriving the district of any of its legal rights.

The city in such case has no remedy to recover its proportion of the school district moneys or other property, there being no statute providing for such recovery.

*Heard January 8th. Decided January 20th, 1862.*

MANNING, J.:

School District No. 1, of the township of Saginaw, was organized in 1837. In 1857 the city of Saginaw was incorpor-



ated, the city limits being wholly within the school district, and comprising about one-fourth of the district. A mill tax for schools had been levied and collected in the district the preceding year and paid over to the township treasurer, which the present action was brought to recover, by the defendant in error, who was plaintiff in the court below. After the incorporation of the city, the officers of the district assumed to act as officers of School District No. 1 of the city of Saginaw, for that part of the district comprised within the city limits, and to change the name of the district from School District No. 1, of the township of Saginaw, to School District No. 1, of the city of Saginaw. The city charter provides for the election of two school inspectors for the city, and also makes the recorder of the city ex-officio a school inspector, thereby clearly indicating an intention to sever the city from School District No. 1 of the township of Saginaw; and such, we think, was its effect. We are also of opinion, that while the charter took from the district a part of its territory, it in no other respect deprived it of any of its legal rights, which remained the same after as before. And that however equitable it may be that the city should have its proportion of the mill tax, or other property belonging to the district when the severance took place, we know of no law giving it to the city, or under which it can be claimed by the city as a legal right. Provision is made by statute for such cases when a school district is divided, or a part of one school district is set off to another, by a board of school inspectors, but the case does not come within the law.

The question on the trial was one of law for the Court to decide, and not of fact for the jury. The judgment must be reversed with costs.

The other justices concurred.

## RIGHTS OF COLORED CHILDREN.

The next decision here given relates to excluding colored children from the public schools.

The suit was brought against the school board of Detroit for refusing to admit a colored pupil into one of the public schools. The school board claimed that they had the power to regulate the schools as they saw fit. They believed that it was best that the colored children should be placed in schools by themselves, and had accordingly formed three such schools in the city, and required all colored children desiring to attend school, to attend one of these. The excluding the colored children from the schools open to the white children was claimed by the board to be a reasonable regulation, the prosperity of the free schools of the city demanding this arrangement. The board also claimed that they had the same right to separate children of different colors, that they had to separate those of different sexes; that they had the same right to organize a colored school that they had to organize a boys' or girls' school.

On the other hand, it was claimed by the plaintiff that the law expressly provided that "All residents of any district shall have an equal right to attend the schools therein: *Provided*, That this shall not prevent the grading of schools according to the intellectual progress of the pupils, to be taught in separate places when deemed expedient."

This act, it was claimed, effectually prevented any school board making regulations which should exclude residents of the district from the schools "because of race, color, religious belief, or personal peculiarities;" that no school board has the right to organize a class of schools which a part of the children of the district must attend or be deprived of all school privileges.

The following is the decision of the Court :

“The People *ex rel.* Joseph Workman vs. The Board of Education of Detroit.”

*Right of attending School: city of Detroit.* An amendment to the general school law in 1867, session laws 1867, vol. 1, p. 42, provided that “all residents of any district shall have an equal right to attend any school therein, provided that this shall not prevent the grading of schools according to the intellectual progress of the pupils, to be taught in separate places when expedient.” *Held*, That the provisions of the law of 1867, were of universal application to all the school districts of the State, and that there was no intention on the part of the Legislature to make an exception of the city of Detroit.

*City of Detroit: Colored Children.* The city of Detroit is not entirely exempted from the operation of the general school laws, but is subject to such of their provisions as are not inconsistent with the special legislation regulating the city schools.

*Held, further*, That under this law, colored children were placed on the same footing with white children, and admissible on the same terms to all schools.

*Mandamus: Public Schools: Right of Parents to the Writ.* In an application for *mandamus* to compel the admission of a minor child to the public schools, though the proceeding is for the benefit of the child, the father is entitled to assert the right.

*Mandamus: Petition.* When the petitioner failed to show affirmatively that the child possessed the necessary qualification, but offered to submit him to the rules and regulations of the board, and was refused on account of his color: *Held*, That the board having made this the sole objection, the relator, should this fail, is presumptively entitled to the writ.

*Heard May 5. Decided May 12, 1869.*

Opinion by COOLEY, Chief Justice, as follows:

Under the general law of the State, entitled "Of primary schools," the several townships are divided by the township boards of school inspectors, into districts; each of which is a corporation, with officers chosen by its members, and with large powers in the establishment and control of schools, the management and disposition of school moneys, and the levying and collection of taxes.

These districts generally have a single school-house only, and they need only the simple machinery prescribed by the general law for the proper performance of their corporate functions.

For the larger towns of the State, it has been deemed necessary to make special regulations; and general and special laws have been passed under which most of the cities and large villages of the State have been made union school districts, with larger boards for the management of their affairs; larger powers of taxation, and peculiar powers in the grading of the one school, or the several schools which they may establish.

In so far as the laws creating these districts establish special regulations for them, or confer special or enlarged powers, they are removed from the control of the general primary school law; but in all other particulars that law still controls, and as school districts, they make their reports and receive their primary school moneys under it.

The city of Detroit is one of the towns provided for by special legislation. By an act "relative to free schools in the city of Detroit," passed in 1842, Session laws 1842, p. 112, it was provided that "the city of Detroit shall be considered as one school district," and the control of all schools organized therein was put under the direction and regulations of the board of education therein provided for. Previous to this act there had been within the city the anomaly of a district within a district; the former including only the colored population, but this was inconsistent with the free school act,

and was therefore repealed by implication. The free school act has been modified subsequently, and in the present year has been revised throughout, but the city is still declared to be one school district, in the same language we have quoted from the original act.

Such being the division of the State into school districts, the Legislature of 1867 passed an act amendatory of the primary school law, one section of which is as follows :

“All residents of any district shall have an equal right to attend any school therein: *Provided*, That this shall not prevent the grading of schools according to the intellectual progress of the pupils to be taught in separate places when deemed expedient.” Sess. laws 1867, vol. 1, p. 43.

It cannot be seriously urged that with this provision in force, the school board of any district which is subject to it may make regulations which would exclude any resident of the district from any of its schools, because of race or color, or religious belief, or personal peculiarities. It is too plain for argument, that an equal right to all the schools irrespective of all such distinctions, was meant to be established.

Does this provision apply to the city of Detroit?

That city, as we have seen, is expressly declared “to be one school district,” and is, therefore, within the words of the act of 1867. That the Legislature seriously intended their declaration of equal right in the schools to be partial in its operations, is hardly probable. But they may, nevertheless, have failed to make it universal, if they have incorporated it in a law from the operation of which some portion of the State is exempted by other laws.

The declaration is incorporated in the general primary school law. I am not aware that there is any organized portion of the State that does not come under some of the provisions of that law. The specially created Union school districts are subject to it, except so far as the special legislation creating or governing them is inconsistent. The declaration in the De-

troit free school act, that the city shall constitute one school district, is idle for any other purpose than to connect the city with the primary school system which the general law establishes, and to give its citizens the advantages, and to require of its officers the performance of such duties as are essential to the harmonious working of the general system within the city. That was undoubtedly its purpose. It is not true, therefore, that the primary school law has no application in the city of Detroit, or that we can say of any of its provisions respecting districts that Detroit is exempt from them, unless we are able to see how those provisions are inconsistent with the free school act, or with any other special legislation that may have established peculiar regulations for that city.

Many things in the free school act clearly refer to the general law, and require its aid to give them effect. The primary school money and district library money are apportioned under it, and are only received by the city in its capacity of a school district. The free school act provides for reports, but it is the general law which prescribes to what office they shall be sent, and gives the State Superintendent a supervisory and directory power in respect to them. The free school act empowers the city board of education to make by-laws and ordinances relative to the taking of a census of children, but this is controlled by the general law which provides that children in alms-houses, prisons or asylums, not otherwise residents of the district, and not attending the school, shall not be included in such census, nor shall Indian children be included, unless they attend the school, or their parents are liable to pay taxes in the district. (Ses. Laws, 1867, Vol. 1, p. 43.) The penalty which the general law imposes on any one who shall willfully disturb any district or Union schools, (Ibid.) will protect the schools in Detroit as well as those in the country. At every point the general law is complementary to the special legislation, and is necessary to give it complete operation. Even the tax which may be levied by the city board for school purposes, is grad-

uated by the number of children within the district, as shown by the report made under the general law. And as all other portions of that law, not inconsistent with the free school act, apply to the city of Detroit, so must the section establishing equality of right in the schools apply also, unless it can be shown to be inconsistent. No inconsistency was pointed out on the argument, nor was any reason suggested as likely to have influenced the Legislature to make that city an exception.

It is true that the board of education are vested with large powers to make rules and regulations respecting the schools, and the attendance of pupils therein, but this fact alone is not sufficient to show a legislative intention that they shall be exempted from general regulations like that in question. A general statute regarding graded and high schools empowers the trustees "to classify and grade the scholars in such district, and cause them to be taught in such schools or departments as they may deem expedient; to establish in said district a high school, when ordered by a vote of the district at any annual meeting, and to determine the qualifications for admission to such schools," "and to make such rules and regulations as they may think needful for the government of the schools." [Sess. L. 1859, p. 447.] No broader powers than these are conferred on the Detroit board to make rules and regulations respecting attendance upon schools; and every rule of construction which will confirm to that board the power they claim, will give it also to every board of trustees of a graded or union school district under this law. Yet if we were to look outside the act of 1867 for the occasion of its passage, we should probably find that occasion to exist only in the city of Detroit and in some two or three of the union or graded districts where distinctions based upon color were kept up, which were unknown in the other portions of the State. We might perhaps take notice of the fact that immediately preceding the passage of that act, an application was made to this court for a *mandamus* to compel the trustees of one of

the union school districts, embracing the city of Jackson, to admit a colored pupil to the same school with white children, notwithstanding they had established a colored school within the district.

If that application was not the immediate occasion of the legislation in question, it is at least highly probable that it presented one of the cases which made new legislation appear important; and if the act was not intended to reach the districts which are empowered to make their own regulations, then we shall witness the remarkable spectacle of a law which assumes to prohibit what the Legislature evidently regard as an unjust discrimination, but which is so framed as to reach only those portions of the State where the distinction does not exist, and to exclude from its operation those portions where the Legislature is notified that it prevails.

In one particular the section in question is undoubtedly modified in its operation within the city of Detroit, and within every other school district of the State which lawfully establishes more than one school for pupils of the same grade. The fixing of school limits in such case, and the establishment of regulations which shall require children residing within those limits to attend the schools therein, are within the contemplation of the statutes creating or authorizing the creation of the districts, and are therefore lawful and proper. But we do not discover that there is anything in any of those statutes—and we include particularly in this statement the Detroit free school act—that overrules or modifies the requirement of the general law, that the right to attend the schools shall be possessed equally and impartially by all classes of residents.

The conclusion is inevitable, that the Legislature designed the impartial rule they established, to be of universal application.

It remains to be seen whether there are any formal objections to the writ prayed for. It was suggested by the respond-



ents that the father, as such, could not apply for a *mandamus* on behalf of his infant child, but that the child should apply by *guardian ad litem*. The father is the natural guardian of the child, charged with his nurture and education, and having a personal duty to perform in respect thereto. Although the proceeding is for the benefit of the child, the duty of placing him in school is the parent's, and the father is entitled on his own behalf to appeal to the courts for the removal of any unlawful impediments. It was also urged that the application for the writ did not show affirmatively that the child possessed the necessary qualifications for admission to the school. It shows, however, that the father applied for his admission, and offered to submit him to all the rules, examinations and regulations of the board with regard thereto, and was refused because of the child's color. The board having made this the sole objection, the relator, if this fails, is presumptively entitled to the writ. We think, under the statute, the objection is not valid.

As the statute of 1867 is found to be applicable to the case, it does not become important to consider what would otherwise have been the law.

Christiancy and Graves, J. J., concurred.

#### DISSOLUTION OF DISTRICTS.

"People *ex rel.* Strong *vs.* Davidson and others, school inspectors of the township of Greenfield."

Under the statute (Ses. Laws 1840, p. 215, Sec. 25) empowering the school inspectors of any township "to divide the township into such number of districts, and to regulate and alter the boundaries of said school districts, as may from time to time be necessary," they may dissolve one organized district and annex it to another.

WHIPPLE, Justice, delivered the opinion of the court.

The authority of the inspectors thus to dissolve District No. 12, and re-annex it to the old district from which it was

severed, must depend upon the construction of the twenty-fifth section of the act entitled "An act to amend the Revised Statutes relative to primary schools," approved April 12, 1840, (Ses. Laws, 1840, p. 215). By that section the inspectors are authorized "to divide the township into such number of districts, and to regulate and alter the boundaries of said school districts, as may from time to time be necessary."

It will be perceived that the number of districts in any township is to be determined by the school inspectors. This follows, necessarily, from the language of the section, which confers authority to *divide* the township from time to time into such number of districts as may be necessary. If they may divide the township into twelve districts, why may they not divide it into ten, by enlarging the boundaries of one or more of those in existence? or, which is the same thing, by annexing two or more so as to constitute but one district, as may, from time to time, in the judgment of the inspectors, become necessary? The power could not, perhaps, be derived from the words "regulate and alter the boundaries," &c., but these words taken in connection with the authority to "*divide*," from time to time as may be necessary, justified, *legally*, the order made by the inspectors.

That order may have been unwise; it may have been an abuse of the discretion with which the inspectors are clothed; but such abuse of discretion cannot authorize the interference of this court.

We think it clear, that the authority to determine the number of districts in each township, ought to be lodged in some responsible body.

Unless it is conferred upon the inspectors, the power does not exist; and, as the words of the twenty-fifth section justify the construction we have given to it, we feel bound to overrule the motion for a *mandamus*. (2d Douglas' Reports, page 121.)

## DEBTS OF A DISTRICT WHEN ATTACHED TO ANOTHER DISTRICT.

The following decision, made January 28th, 1864, settles a question that sometimes arises in reference to the debts of a district when its corporate existence is destroyed by being attached to another district:

Lawrence Brewer *vs.* Chauncey B. Palmer.

*School Districts—Their Consolidation—Former Debts.*—

Where two school districts are united, in pursuance of the statute, (1 C. L., § 2335,) the district so formed is alone liable for all the prior debts of each.

Accordingly, where school district number five was attached to district number two, and a judgment having been subsequently obtained against the former, the township supervisor refused to assess the amount of the same against the property of number five, held that said judgment was a nullity, and that the supervisor was not liable, for refusing to make said assessment.

CAMPBELL, J.:

Plaintiff sued defendant for neglecting, as supervisor, to levy a tax on the district formerly known as school district number five, in the township of Almena, in Van Buren county.

This district had once formed a part of school district number two, and was in September, 1858, attached again to that district, which retained its number as before. The suit, on which judgment was obtained against school district number five, was commenced in December, 1858, by service upon the proper officer, if one existed, and judgment was taken by default. Judgment was given, in this cause, for the defendant, on the ground that district number five had ceased to exist.

The power which was formerly, in *People vs. Davidson*, 2 Doug. Mich. R., 121, said to have been implied in the board of inspectors of each town, to combine school districts, was afterwards granted expressly by section 2335 of the compiled laws, which was in force when the action of the town author-

ities of Alma was had, in uniting the districts referred to. By that action, the territory was all made to embrace but one district. The statute is very clear upon this point. But the question whether, by the change of limits, either of the old organizations became entirely extinct for all purposes, is one of some importance. It is difficult to maintain that the Legislature could have designed to extinguish all claims which had arisen upon the faith of the corporate authority in the old districts; and it may, perhaps, be questioned whether such impairing of contracts could be lawfully permitted by the Legislature, to be accomplished at the uncontrolled discretion of town officers.

We are not at liberty to assume that any such result should be accepted, without a strict necessity for such a conclusion.

The only statutory provisions expressly referring to changes in the boundaries of districts, apparently refer to partial changes, although the language may admit of a broader application.

But we may, at least, derive from these provisions some light upon the character of these corporations. And when we consider that the power to combine districts was originally derived from the expressed power to change and regulate boundaries, there is reason to believe that these provisions were meant to reach all cases. When any change is made by adding to one district any part of another, that district which retains the school-house of the divided district, is made liable to refund to the portion set off from it, the proportion of the latter in the value of the property retained, less its proportion of debts which were chargeable upon the whole district, as it was before division. In other words, it is evident that the district retaining the school-house is the corporation liable for the debts, and retains the entire corporate rights and powers.

And where this district has, at the same time been augmented from another, the district, as augmented, obtains these rights, and incurs these obligations. (See Comp. Laws, Sec.

2318, 2321.) When two districts are annexed, without any other change in their boundaries, the mere fact that one number is preferred to another, does not change the real character of the annexation. Applying the rules just referred to, it will be seen at once that the debts of both districts, and the credits of both, would unite in the newly formed district. To this extent, the statutory provisions may apply without difficulty. And in the absence of any statutory provision for any different rule, we think the entire district, as a district, must be held responsible for the debts of both, as it receives the property of both. There may be equitable reasons why old debts should be charged upon the separate lands of the old districts, but we cannot, without a statute, undertake to regulate these equities. And we have no doubt that the union of districts is to be considered, under the statute, a consolidation of the former corporations, and not the annihilation of one or both.

The suit against school district number five was improperly brought, because no such district remained as a separate organization. The suit should have been against the consolidated district, as succeeding to the liabilities of its parts. The judgment being a nullity, the supervisor was not bound to regard it. The court below, therefore, did not err in refusing to hold him responsible for declining to levy the amount by tax.

Judgment must be affirmed, with costs.

#### DISTRICTS ORGANIZED BY THE LEGISLATURE.

School District No. 13, of the township of Oshtemo, *vs.* Isaac S. Dean, *et al.*

*Equity jurisdiction: School Districts: Account.* On February 7, 1867, the Legislature, by an act which took immediate effect, established a new school district out of parts of three old ones, in the same township, and provided that a tax, levied in the latter districts for 1866, should be collected in the same manner as though they had remained unaltered, and that the

old districts, together with the new one, should respectively be entitled to certain relative portions of the whole tax. The new district having been organized on the 1st of March, 1867, pursuant to law, the township board of school inspectors, on April 2d, 1867, assumed to set back to the old districts the territory carved out of them by the special act, and to dissolve the new district; and one of the old districts holding and refusing to account to the new district for a part of the tax of 1866, in which the latter was entitled to participate according to said act, the new district filed a bill against the inspectors and such old district for an account, and to enjoin the proceedings had, and threatened for the extinction of the new district.

*Held*, That under the circumstances shown, the court had jurisdiction on the case made for an accounting, if not on other grounds.

*Held further*, That the inspectors had no power under Comp. Laws, vol. 1, Sec. 2314, to suspend or prevent the operation of the special act in respect to the distribution of the tax for 1866, nor to extinguish the new district established by the direct action of the Legislature.

*Costs*: It appearing that one of the defendants was a school district, and the others school inspectors, and that the proceedings in question were had at the instance and with the approval of the Superintendent of Public Instruction,

*Held*, That neither party should recover costs as against the other.

*Heard July 10th. Decided July 13th, 1868.*

Opinion by GRAVES, Justice, as follows:

On the seventh day of February, 1867, the Legislature, by an act made to take immediate effect, established a school district, numbered thirteen, in the township of Oshtemo, in the county of Kalamazoo, and to constitute the same, detached portions of the territory embraced in districts three, nine and ten of the same township. The second section of the act re-

quired that the same course should be taken for the organization of the new district as already prescribed by law in the case of districts formed by township inspectors.

The third section provided that the tax for district purposes in the districts three, nine and ten, other than for the payment of debts of the districts which had been levied for 1866, should be collected in the same manner as if no part of said districts had been set off, and that said three districts, and the district established by the act, should each be entitled to such proportion of said tax as the amount of taxable property in each part bore to the whole amount of taxable property on which the tax was levied.

On the first day of March, 1867, the new district was duly organized, pursuant to the act, and district officers regularly chosen; and on the second day of April thereafter, the board of school inspectors of the township convened for the purpose of re-establishing the districts as they were before the creation of the new district by the Legislature. In pursuance of such design, the board of inspectors resolved in due form that the territory embraced by the new district should be and was thereby set back to the districts numbered three, nine and ten, and thus assuming at that time to dissolve the district which the Legislature had established on the preceding seventh of February.

Thereupon the new district, number thirteen, filed a bill in the Circuit Court in Chancery, for the county of Kalamazoo, setting forth the foregoing and other facts, and stating that said district No. 3 and said inspectors threatened to enforce by law the said determination of the latter, and that said district No. 3 held and retained from complainants the portion of the tax of 1866 belonging to them, amounting to \$324.61.

The bill prayed an account, and that the defendants might be enjoined from further interference with the corporate rights of the complainants, and for general relief.

The school inspectors and district No. 3 only appeared and answered, and the complainants filed a general replication. The material facts were admitted by stipulation, and it was agreed that the only question of law to be submitted was whether, upon the facts, the board of school inspectors had any power to re-district the township in such manner as to destroy the new district. The court below decided that the new district was legally constituted; that the action of the board of inspectors complained of, was unauthorized and void, and perpetually enjoined the inspectors and their successors from making any change in the boundaries of the district as established by the Legislature.

The school inspectors and the district, No. 3, have appealed to this court.

Two points are made: *First*, That the case is not one of equitable jurisdiction, and that the remedy of the complainants, if any, could only have been found in a proceeding by the Attorney General; and *Second*, That the school inspectors had the same power over the new district, as over one formed by themselves.

The first point must be determined upon the theory of complainant's bill, and not upon the nature of the relief given by the court. According to the theory of the bill, the district No. 3, in part, by means of the active and illegal efforts of the inspectors, wrongfully and inequitably holds certain taxes belonging to complainants, and refuses to account therefor, and which taxes were among those mentioned in the act of the Legislature, and collected in the original districts.

We think that under the peculiar circumstances of this case the jurisdiction may be maintained on the ground that an accounting may be called for, if not on other grounds.

In respect to the second point, it is very clear that the power claimed for the inspectors did not exist to the extent insisted on. The act of the Legislature not only established the new district, by combining portions of three old ones, but



made positive provision for a portion of the taxes collectable for 1866, in the territory comprehended by the four districts, which was wholly incompatible with the asserted authority of the inspectors.

The exercise of power by them, as they assumed to exercise it, and as they now insist upon as a matter of right, could not possibly co-exist with the positive regulation as to the taxes made by the Legislature. Either the legislative regulation was a law superior to the authority of the inspectors, or the power of the inspectors was superior to the authority of the act.

The act itself did not purport to vest any authority in the inspectors to dispense with the law, and as the statute was the superior authority, it was beyond the power of the inspectors to destroy or invalidate its operation.

Since the regulation as to the taxes was necessarily in operation, when the inspectors resolved to vacate the new district, and since such action necessarily involved the overthrow of that regulation, the proceedings of the inspectors were wholly invalid. If the complete disposition of the case depended, therefore, upon the invalidity of the action of the inspectors, it would be unnecessary to go further. But on looking into the record it appears that the court below perpetually enjoined the inspectors and their successors from changing the boundaries of the new district.

It was argued with much force on the part of the defendants, that the reasoning of the complainants would place this district forever beyond the possibility of change by the inspectors, and that it was reasonable to suppose that the Legislature intended to leave the district, when established, under the control of the inspectors to the same extent as districts formed by them.

It must be admitted that there is no middle ground. Either the district must be independent of change by the inspectors, or it must be as much under their sway as other districts. As a

corporation brought into existence by the direct act of the Legislature, it would not be dependent upon any general act, or upon the inspectors for its continuance; nor could it exist if its organic act should be repealed. It would, therefore, stand by itself as an independent corporate existence, and deriving no vital support from the law under which inspectors form districts; and it is difficult to see how it could be essentially altered without an alteration of the act which stands, in some respects, in the place of a charter.

We have already seen that the inspectors could take no action which would change or extinguish the operation of that part of the act which regulated the taxes, and it seems manifest that in so far as that provision would be practically operative, the legislative intent would be plain against any intermeddling by the local authorities.

There would necessarily be a period then, when the corporation, created by the act in question, would be exempt from local interference. The Legislature have not declared by this act, nor can it be implied from any other, when this period of exemption should terminate. It is a fair inference, then, that it was meant to be perpetual. The district in question was created by direct legislation, and a continuing independent power to dissolve it, vested in another body, would be anomalous. It would suppose two powers in operation at the same time, one of which would have the right to create, and the other, at the same instant, the right to destroy, while one of these conflicting authorities could only exist by the sufferance of the other.

It seems to me, therefore, upon general reasoning, that it could not have been the purpose of the Legislature to allow the inspectors to make any change in the boundaries of the district established by the statute.

There remains a single question relating to costs.

The court below decreed costs against the defendants, to be collected by execution. One of the defendants is a school dis-

trict, and the others are school inspectors, and I am persuaded that they ought not to be charged with costs.

Although the course pursued by them is open to suspicion that personal feeling had a lively influence where none should have existed, yet we are informed by the answer that the proceedings to dissolve the new district were upon the suggestion and with the approval of the State Superintendent of Public Instruction, for the State of Michigan for the time being. This circumstance is entitled to weight upon the question of costs against this school district and their school officers.

I think that the decree below ought to be affirmed, except as to the costs, and as to them that it should be reversed, and that neither party should recover costs as against the other.

The other Justices concurred.

#### LIBRARY FUNDS FROM FINES.

There is probably no statute of the State so extensively violated by public officers as that pertaining to the disposition of moneys paid for fines for breaches of the peace, &c. Though both the constitution and the statutes declare that all these funds shall be paid over, and used exclusively for the purchase of books for school libraries, it has been a very common custom for magistrates imposing the fines, to reserve a portion to pay fees; and that which reaches the hands of the county treasurer has been frequently added to the General Fund; (strange to say, sometimes by a direct vote of the supervisors;) and that which reaches the inspectors' and district officers' hands is as likely to be paid for teachers' wages as for books.

All these officers should know that they and their bail are holden for all these funds, so illegally used. In the first case which follows, the facts were, that in Wayne county, no fine moneys had for years been paid over to the inspectors by the county treasurer. Suit was brought, and the case carried to the Supreme Court; and there could be but one result. No

statute is plainer; and the county was required to refund many thousand dollars that had been illegally retained.

The second following case had some color of plausibility against the application of the law, as we think the first had not. In this it related to fines imposed by the municipal magistrates elected under the charter of the city of Detroit; and it was held that the provisions of the general law would not apply. But the Court decided otherwise, and the city was compelled to pay over the money. Especial attention to these decisions, of all who have anything to do with these moneys, is desired.

“The People on relation of the Board of Education of Detroit *vs.* The Treasurer of Wayne county.”

On the hearing of an application for a mandamus, the party showing cause is entitled to open and close the argument.

Under the present Constitution and statutes, all moneys which are paid into the office of the county treasurer, on account of fines, penalties, forfeitures and recognizances, are to be credited to the Library Fund, and apportioned and paid over by the treasurer to the proper local officers, without any deduction for expenses either attending the collection of the particular sums paid in, or embracing the general criminal expenses of the county. The taxable costs in proceedings to collect, should be kept separate, and do not belong to this fund.

*Heard June 6th. Decided June 9th, 1860.*

CAMPBELL, J.:

A *mandamus* is applied for to compel the respondent to pay over to the Board of Education their share of moneys in his hands received from fines and recognizances. The question submitted is, whether the amounts paid in to him from those sources are liable to any deductions for expenses, either attending the collection of the particular sums paid in, or embracing the general criminal expenses of the county.

The present Constitution, Art. 13, Sec. 12, declares that "the Legislature shall also provide for the establishment of at least one library in each township, and all fines assessed and collected in the several counties and townships for any breach of the penal laws, *shall be exclusively applied to the support of such libraries.*"

So far as fines are concerned, this language is too plain to be open to construction. No deduction for expenses or otherwise can lawfully be made from such fines. The whole amount collected belongs to the library fund, and no portion can be applied elsewhere.

The other moneys appropriated for that purpose are so given, not by virtue of any constitutional provision, but under a statute, which reads as follows: "The clear proceeds of all fines for any breach of the penal laws of this State, and for penalties, or upon any recognizances in criminal proceedings, and all equivalents for exemption from military duty, when collected in any county," &c., shall be apportioned among the several townships by the county treasurer.

This apportionment is required to be made between the first and tenth days of April, according to the number of children within the school ages, as appearing by the statements on file in his office.—Comp. Laws, p. 752.

Except as to fines, which are now regulated by the Constitution which was adopted subsequently to this act, the disposition of these funds is under the control of the Legislature; and it must depend entirely upon their action whether all or only a portion of these moneys shall be given for the town libraries. We must therefore look at the whole legislation upon the subject to ascertain the design of the act in question.

Chapter 155 of the Compiled Laws provides for the collection of penalties and forfeitures, and requires "all sums of money collected on account of any penalty or forfeiture" to be paid over to the county Treasurer:—Comp. Laws, Sections (5126,) (5127,) (5134,) (5135,) (5143,) (5150.) The costs and fees are

allowable as in civil cases upon the proceedings to collect, and are separate from the penalty:—Sections (5136,) (5140.) On indictments the costs are expressly given to the use, not of libraries, but of the county;—(5688.) The whole amount collected upon the penalty itself is plainly required to be paid over to the county treasurer by these sections. The taxable costs cannot be deducted from the amount forfeited, but should be kept separate; and, if paid into the library fund by mistake may be corrected.

By Section 5151, it is declared that “every county treasurer shall keep an accurate account of all moneys paid to him on account of fines, penalties, forfeitures, and recognizances, separate and distinct from all other accounts, and shall credit the same to the Library Fund,” &c.

And by Sec. 5152, it is directed that all the moneys belonging to such Library Fund shall be apportioned by the treasurer at the times, &c., and shall be paid over, &c., according to such apportionment.”

The moneys belonging to this fund must necessarily include all that has been legally paid into it, subject to such deductions, after it has been paid in as the laws authorize or require.

Without questioning the right of the Legislature to make such deductions as they deem expedient except from fines, it is very clear that until they see fit to make such deductions,—inasmuch as no money can be drawn from the treasury without some legal authority—the fund must remain inviolate. No provision of law has yet been enacted allowing or requiring any money to be deducted from this fund. The criminal expenses are not a charge upon it. The clear proceeds, therefore, as the laws now stand, include all sums paid into the treasury from the sources mentioned.

It is unnecessary to consider the collateral questions argued. We are of opinion that the treasurer is bound to include in his apportionment, and to pay over to the several local officers all moneys which are paid into his office on account of

finer, penalties, forfeitures, and recognizances. A *mandamus* should, therefore, issue as prayed. We do not, however, regard this as a proper case for costs.

#### FINES IMPOSED BY POLICE COURTS.

“The People *ex rel.* the Treasurer of Wayne County *vs.* the Controller of the city of Detroit.”

*Central Police Court : Fines : Penal Laws : Library Fund.*  
The prosecutions of offenses at the Central Police Court, chap. 13, sec. 11, city charter, are to be regarded as prosecutions under the penal provisions of the city charter, and not under the municipal ordinances, and the fines so collected are to be applied to the support of township libraries.—17 Mich., 390.

*Heard and decided May 10, 1869.*

All those fine moneys which were collected of persons convicted of drunkenness, or as disorderly persons or vagrants, amounting in all to \$10,279, are within the previous decision of this court in *Wayne county vs. the city of Detroit*, 17 Mich., 390, and there could have been no valid excuse for not paying them over on demand. We held before, that the penalties in those cases were not collected under the city ordinance at all, but under section 11 of chapter 13 of the city charter—the city ordinance being a mere re-enactment of that section, and, therefore, entirely idle and nugatory.

The remaining moneys are not covered by the former decision, but we think they fall within the same principle. It is the statute which gives the police justice the authority to hear and determine these cases, which prescribes what species of criminal conduct he shall take cognizance of, and what penalty he shall impose. We do not decide, nor intimate whether, if these cases were ordinary prosecutions under the city ordinances, the penalties imposed by the ordinances could be regarded as imposed under “the penal laws of the State.” That question is not before us.

The ordinary prosecutions for breaches of the city ordi-

nances are had in the Recorder's Court, and not before the police justice.

At the Central Police Court are to be tried the cases of vagrancy and disorderly conduct, which cases do not come under the ordinances at all; and also, "violations of the city ordinances relative to breaches of the peace."

In regard to these latter cases, however, it is to be observed that the statute makes new and peculiar regulations concerning them, and that it does not refer to the ordinances at all except to ascertain what conduct is made a breach of the public peace by them. The ordinances are referred to for definition, and not for penalties.

This will be made very apparent by looking into the ordinance before us in this case, where we find that the same conduct when punished under it by prosecution in the Recorder's Court, may be punished by a fine of three hundred dollars; while, if punished as a breach of the section in the city charter which we have referred to, the penalty is limited to fifty dollars.

We are, therefore, of opinion that all of these prosecutions are to be regarded as prosecutions under the penal provisions of the city charter, and not as prosecutions in any proper sense under the municipal ordinances.

It was objected to this view, that in some cases shown by the return, the fines appear to have been imposed for acts which are neither vagrancy, disorderly conduct, nor breaches of the peace, and therefore not within the section of the charter referred to, and not made criminal by any law of the State. The answer is, that the police justice only has authority to try in the court which imposed these fines, the cases enumerated, and we must assume that every case he has tried, was regarded by him as falling within one of these three classes. If in any case he has erred, and imposed a penalty for conduct which could not be legally thus classified, the error was one of law, for which the party convicted might at the time have had an appropriate remedy.



We cannot, in this collateral proceeding, enter upon an investigation whether his rulings have been correct or not.

It is proper to say in this connection, that in coming to this conclusion, we do not, as counsel seem to suppose, hold any provision of the city charter to be unconstitutional. The charter provides that these fine moneys shall be paid into the city treasury, but it is to be presumed that the Legislature designed the subsequent disposition of them to be in accordance with the constitutional provision.

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## REPORTS OF COUNTY SUPERINTENDENTS.

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### ALLEGAN COUNTY—P. A. LATTEE, SUP'T.

I was engaged in teaching at the time of my election, and commenced active work in the month of June, following; since which time I have visited eighty districts, leaving about the same number to be visited during the winter months. During these visits I have in many cases been accompanied by one or more of the district officers, and much interest was manifested in the welfare of the schools.

At my fall examinations I granted certificates as follows: 7 of the first, 17 of the second, and 133 of the third grade. Nearly all of these candidates have had an experience from one to several terms, actual teaching. I find the teachers

everywhere, nobly and earnestly preparing themselves for the better discharge of their duties; almost invariably the same teachers have been continued for the winter school, where they have been successful during the summer.

New school-houses have been built the past season in the following townships: Gun Plain, Dorr, Wayland, Salem, Cheshire, and a large number have been repaired and much improved. These houses are built on the most improved plan; are large, convenient, and well ventilated. Several districts are making arrangements to build the coming year.

The new School Law is received everywhere with the most unbounded favors by the people of this County. The District Boards welcome it as the harbinger of better days for the schools under their charge. Necessary means have been most generously provided by the district boards for the support of the schools the coming year. Everything betokens future prosperity and success.

The greatest obstacle I have found in the way of the successful operation of the schools under my charge is the great diversity of text-books in use among them. In some district schools I have found from this cause as many as thirty-four classes. I have used my best endeavors, to the fullest extent of my ability to remedy this evil. I anxiously look forward to the day when a law will be enacted establishing a uniformity throughout the State. Such a law would be hailed with gladness by both the teachers and patrons of the schools of this county. It would save the former a great amount of labor and the latter a large amount of money and largely in my opinion benefit the schools. Finally I am much encouraged with the progress that the schools are making and the interest that is manifest.

## BARRY COUNTY—JOHN H. PALMER, SUP'T.

The report from this county is this year more hopeful and encouraging than the report of one year ago, and the general feeling among the people is one of increased interest in school affairs.

In some localities there is yet too much of carelessness, or what is worse, penuriousness ; but the increased attendance at school meetings, the search by school officers for higher grades of teachers, and the erection of new houses of improved architectural design and finish, bear ample testimony to the fact that the schools of this county occupy a larger place in the minds of the people than they have at any time in the past.

Among teachers, more particularly than among the people, is a "forward movement" manifested. This is shown in the increase of second and first grade teachers, and in a manifest desire on the part of those who are yet holding only third grades to fit themselves for promotion. The whole number presented for examination was 299. Of this number 15 received first grade, 83 received second grade, and 181 received third grade certificates.

Institute work during the past year amounted to twenty-two days. The number of visits to schools and to districts, 164. Evening lectures, 17.

There is still a great lack of furniture and apparatus in the schools of this county, and the lack is likely to continue, unless by legislative enactment people are not told that *they may*, but that they *must* provide such things as are necessary for the proper success of their schools. Some of the better schools are supplying themselves, but the great majority can hardly be said to have any apparatus whatever.

The abolition of the rate-bill is so recent a matter that the result is not very manifest in the schools yet, but the feeling of the people is all in one direction, and the almost unani-

mous expression is that the abolition should have been accomplished long ago.

While the schools of the county are not up to the highest standard, while there are yet many abuses in our system to be corrected, and many obstacles to be removed from the path of educational progress, we cannot help feeling, as we see the forward movement that has been made in the last three years; qualification in the stead of incompetency, good, new houses in stead of old, unsightly shells, interest instead of indifference—and more than all else, the schools *all free*; that we have abundant reason to thank God for the good of the present, and the glowing hope of the future.

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#### BAY COUNTY—A. L. CUMMING, SUP'T.

A great portion of this County is unsettled, and visited only by the lumbermen; yet a great interest is manifested in schools, even in this section of the county, and good commodious frame houses have been built, supplied with many first class conveniences. In fact, the director of one of the most remote districts in the pineries informed me they were able and willing to maintain a school nearly the whole year, if teachers could be induced to remain. During the past year a fine Union school-house has been erected in the village of Bangor on the Saginaw river, at a cost of over \$6,000, and schools are now in full operation with three teachers.

The fine brick house in Wenona, erected in 1867, was found too small to accommodate the 500 children in the district and during the past summer a new building was erected. Six teachers are now employed in this district, and another house will be built the coming summer.

The village of Portsmouth has a fine school building, re-

cently finished, and the school is in a very flourishing condition.

The highest wages paid teachers is \$2,500, to Sup't of Bay City schools. The principals of Wenona and Portsmouth, schools receive each \$1,400. Two lady teachers, one in each of the latter places, receive \$500 each.

In conversing with the people in every locality of the county they express themselves much interested in educational matters; and so far as lending their influence, paying taxes, and otherwise contributing liberally to support schools, it is true; but as to visiting the schools, or making any other special or general effort to promote their welfare, I am sorry to say, a great amount of apathy and seeming indifference is apparent. Even the school officers generally consider they have performed their duty when they have hired the teacher and paid him his wages. I trust an improvement in this respect may take place.

Since my election last Spring, I have published in one of the county papers weekly, articles devoted to the educational interests of the county, and I believe I have done some good work thereby. I know that many, at least, have been interested in reading them.

I have also held monthly meetings of the teachers at Wenona during school sessions. These meetings were held evenings, and were well attended by the people. I believe them to be productive of much good.

The following is a statement of work I have done since May last:

Number of school districts outside of Bay City is twenty-three. Three of these schools employ fourteen teachers. I have paid forty-one visits. I have examined forty-nine teachers. I have rejected nine, and granted forty certificates, viz.: Third grade, thirty-one; second grade, nine; first grade, none. There are two first grade certificates in force, issued by my predecessor. I have attended nine school celebrations, and delivered seven lectures, and written ninety-four letters on school matters.

beside weekly articles to a county paper. I have also spent much time in endeavoring to secure the fine money for the library fund. Ever since the organization of the county, some twelve years, the fines collected and paid into the county and city treasuries have been used and appropriated by the Board of Supervisors of Bay county, and the common council of Bay City. I deemed it my duty to secure this money, and I have in a manner succeeded. I found about one thousand dollars of back fines in the county treasurer's hands, and the county supervisors, at my request, ordered the amount placed to the credit of the library fund. I have also claimed of the city over two thousand dollars, which I am now endeavoring to have converted to its proper use, and although meeting with some opposition, I trust to be able to secure the money without resort to law.

In concluding this report I must say I feel proud of the schools of Bay county. The schools of Bay City may be classed with the first in the State, and the magnificent High school building just completed, costing \$50,000, in charge of *really competent* teachers, is not only an ornament to the city, but a practical example of the wisdom and intelligence of the enterprising people of this city. The schools throughout the county outside of Bay City, are in a sound and flourishing condition. The people of Bay county entertain liberal views respecting schools, and generously expend large sums in maintaining them, and in the purchase of ample grounds and the erection of costly and commodious buildings. I must speak in the highest terms of all district or county officers with whom I have business intercourse connected with the schools, and I should fail in my duty were I not to bear testimony to the honorable conduct of every member of the Board of Supervisors of the county—favoring and assisting me in every way in their power to advance and promote the best interest of the schools.

The County Superintendent system meets with general favor, and its workings so far, although only in its infancy, are spoken of as a great improvement on the old township organization. In the higher qualifications required of teachers, more especially is this favorable difference conspicuous, and very generally remarked upon—and as a matter of course, where only *really qualified* teachers are employed, better and more efficient schools are the certain result.

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#### BENZIE COUNTY—A. E. WALKER, SUP'T.

Since my election last April, I have held fourteen examinations; given five first grade certificates, eighteen second grade and seventeen third grade.

I have done twenty-four and a half days work examining teachers and visiting schools. Our county is new and small. We have only ten organized townships; but schools and educational interests seem to be on the increase.

As the blanks for the annual reports of districts and townships were not sent to this county direct, our towns were not all supplied, consequently the reports were *behind time*, and one township, Crystal Lake, containing the village of Frankford has not yet reported.

I have notified them to report, but do not know whether they have any blanks or not.

The free school law I think is tending to advance the interests of education in this new county very much; but there is some "howling" about taxes—the school tax alone in some instances amounting to six per cent.

**BERRIEN COUNTY—HENRY A. FORD, SUP'T.**

I have again the honor to report a year of hopeful progress in the educational work of Berrien county.

**SCHOOL DISTRICTS.**

We have now one hundred and forty-eight school districts. Two new districts (one in Lincoln and one in Weesaw township) have been organized during the year; district No. 9, in Bertrand, has been reorganized, and district No. 11, Benton, disorganized, and consolidated with stronger districts. No part of the county remains unorganized for school purposes, except a small tract in the northwest corner of Lake township.

**GRADED SCHOOLS.**

New graded schools have been established in Benton Harbor, Millburg, New Buffalo, and Three Oaks. There are eleven graded schools in the county, three of them in Benton township. They occupy eighteen school-houses, besides five rooms in private buildings, and employ fifty teachers. The total number of Union school departments and ungraded schools is one hundred and eighty-three, employing a hundred and eighty-nine teachers.

**NEW SCHOOL-HOUSES.**

Fourteen new school-houses have been erected during the year, or are in course of construction as follows: One each, in Buchanan, Galien, Royalton, Benton, St. Joseph and Hagar; two each, in Pipestone and Bertrand; and four in Sodua. The new school-house at Galien Station is a spacious two-story building, costing \$2,500, and seated with improved furniture. That in district 1, Royalton, is similarly seated and cost \$1,600. With the erection of a new building at "the Buckhorn" next year, as expected, every school-house in Royalton will be a new



one. That in district 2, Benton, is to cost \$2,000. The cost of the new house in district 6, Hagar, is defrayed in part by subscriptions from citizens of that township, in order to build on a larger scale than the original plan contemplated. That in district 6, Bertrand, cost \$2,000, and has the patent furniture; that in district 4, Pipestone, \$1,500. In district 3, Sodus, the second new school-house within a year is going up; the first, with the old building, having been destroyed by fire in July. Too much praise cannot be awarded the people of this district for their enterprise, energy, and self-sacrifice. The new building in district 4, is a fine one, in a commanding position, and cost \$1,200. It has the improved furniture. The school property at Heath's Corners, Benton, where is the only two-story country school-house in the county, is valued at \$4,000. In most of the new buildings, ventilation has not been neglected. Water-closets and other out buildings, and fences have been added to many of the school-houses.

Fourteen districts, including nearly all in which a new house seems necessary, are preparing to build, by voting taxes for the purpose, or otherwise agitating the subject. Several will build next year. But one log school-house is still in use.

#### APPARATUS AND BOOKS.

A number of districts have supplied their schools with some apparatus since my last report. Four sets of outline maps have been purchased, and primary charts, globes, numeral frames, and other articles, in reasonable quantity. The chemical and other apparatus in the Niles City High School has been enlarged and materially improved. Several districts have also introduced improved text-books. At the late meeting of the County Bible Society, a grant was voted of a copy of the Holy Scriptures to every school-room in the county, not now supplied.

## THE SCHOOL OFFICERS

Have been more interested in their duties, and more attentive to them, than ever before. The Annual Reports this fall enumerate three hundred and twenty directors' visits to the schools, against two hundred and thirty-four last year—this, too, without counting the daily visits reported by the Director of the Niles city schools. The reports of the year are in much better shape than before, and much credit is due to the Town Clerks, Inspectors, and Directors, for their general fullness and accuracy.

## THE INTEREST OF THE PEOPLE

In education has largely increased. The building, and preparation for building, so many new school-houses, argue this. The annual meetings, in most districts, were well attended, and the votes for terms of school, etc., under the Free School Act, liberal, even in townships which have heavily burdened themselves with taxation for railroad purposes. That our people were getting ready for the free-school system, or rather gradually instituting one of their own, is evinced by the fact that only forty-three report rate-bills for the last year, against sixty-one the year before. More care has been exercised in the election of Directors, and a number of the first men in the county are now in that position. Parents and other citizens have visited the schools with unusual frequency, and well attended the Teachers' Institutes and educational meetings held in their neighborhoods. A larger attendance of children upon the public schools has been enforced. The percentage of total attendance reported this fall is 78.3 of the whole number on the school census rolls, against 73 per cent. last year. There is also, I think, less disposition to interfere with teachers in their efforts to introduce improved methods of instruction and discipline. The pay of teachers has noticeably increased, to the great improvement of both instructors and instructed.

## THE TEACHERS

Have contributed much to the progress of the year. Several students from the State Normal School, and many excellent teachers from Eastern and Middle States, have been at work among us. The Teachers' Institutes have been very largely attended, as will be stated more fully below. A County Association has been successfully maintained, and two well attended semi-annual meetings, with ably executed programmes, have been held during the year. Orders for professional books and magazines have been frequent and judicious. Mot-toes, and the cheaper articles of apparatus, have been supplied to the schools in considerable numbers, at their expense. They have taught, in general, with conscientious fidelity and care, with better methods and a higher ambition. I have not a "total failure" to record for the year. These facts cannot but be regarded with the highest interest and warmest commendation. "As is the teacher, so is the school."

Thus far the work of others, mainly. My own work may be classified thus:

## I. AMONG THE SCHOOLS.

The number of superintendent's visits for the year foots up two hundred and thirty-one, (reckoning each round of visitation to the departments of a Union school as but one,) against two hundred and eight reported last year. The visitation of the winter schools reached, I believe, every one then in session. From the limited time heretofore allowed me, I was unable to visit the summer schools in two entire townships, and in parts of others. The larger allowance which has been made will enable me to make full rounds of visitation.

## II. AMONG THE TEACHERS.

Nine Institutes have been held during the year—seven district institutes in the spring, at Coloma, Benton Harbor, Pipestone, Berrien Springs, Dayton, Three Oaks, and Niles, each

lasting two to three days ; and two county institutes, of a week each, during the last fortnight in October, at Buchanan and St. Joseph. The former were satisfactorily attended. The total membership of the latter was surprisingly large, aggregating one hundred and fifty-one, or more than one for every school district in the county. Nearly all in attendance are teachers, or preparing to become such ; and the most eager attention and interest were manifested.

I have circulated among the teachers of the county several hundred copies of Mason's Lecture on Pestalozzianism, a tract on Music in Schools, Mrs. Smith's paper on Geographical Teaching, and whatever could be obtained gratuitously for their use. Continued sale has been made of professional books, strictly at cost rates, which have been very favorable. I make it also a part of my work to canvass thoroughly for educational magazines, which are taken in considerable numbers.

There has been an unusual pressure for teachers' certificates ; and, notwithstanding an uncommon number of rejections, the total number granted during the year is three hundred and twenty-three—fifty of the first, one hundred and ten of the second, and a hundred and sixty-three of the third grade. Almost all have been used in teaching, in this county or neighboring counties. The standard of successful examination has been steadily elevated, and I am enabled to announce that hereafter candidates for any grade of certificate must possess some knowledge of physiology, the history and constitution of the United States, and the new School Law of Michigan.

### III. AMONG THE PEOPLE.

The most effective agency in this work is the Press. I am publishing an article on education weekly in each of the six secular papers of the county. The publication of *The Berrien School Journal*, quarterly, is regularly continued. It is circulated in every school district, in part gratuitously, partly on a subscription basis.

Several public educational meetings have been held, with marked results. School-house dedications are becoming an interesting and profitable feature, and I expect to attend a number this fall and winter.

#### ADDITIONAL ALLOWANCE—CONCLUSION.

The Board of Supervisors, at the October session, unanimously granted me an additional allowance of twenty-five days per year, and were otherwise liberal.

I close this Report with a heart grateful to my hospitable and helpful fellow citizens, and to that Providence which has blessed the year, and which sees and blesses every effort for His children.

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#### BRANCH COUNTY—A. A. LUCE, SUP'T.

This report embraces the term from October 1st, 1868, to October 1st, 1869, and it has been a year of unremitting toil for me. Twenty-six meetings have been held for the examination of teachers, and 238 applicants have been examined. Of these, 9 have received first grade certificates; second grade certificates 94; third grade certificates 99, and 36 have been rejected. I have endorsed 4 certificates issued by other superintendents.

Whole number of children *enrolled* in the public *schools* of the county, 7,252, or 84 per cent. of the whole. It is a fact to be lamented that so great a number of our children are not in the schools during any portion of the year, and of those who *do* attend, but a small portion are there more than 2 or 3 months in the year. The result is, that they grow to man's estate almost entirely disqualified for intelligent citizenship. The evil is apparent; the remedy is not so clear, unless we resort to a law compelling an attendance at least a part of the year.

## UNION SCHOOLS.

There are five Union schools (including the city of Coldwater) employing 33 teachers, and all are very vigorously sustained. In Quincy they have in process of erection, and nearly completed, a very neat and commodious building for the use of the school in that place, at a cost of \$15,000. It will be ready for use about the middle of November.

## SCHOOL-HOUSES.

In school-houses there has been a marked improvement since my last report. The log houses have all disappeared except one. Eighteen new ones have been built at an average cost of \$1,550. Of these, there are 4 built of wood, 2 of stone and 12 of brick, and *nearly* all of them are constructed with reference to health and comfort of the pupils.

## MULTIPLICITY OF TEXT BOOKS

Is the greatest obstacle to the success of our district schools. I am doing what I can to remedy this evil and expect to be able to make a better report upon this subject next year.

## INSTITUTES.

We held two Institutes last fall, each continuing one week. One at Bronson, and one at Girard; 91 teachers availed themselves of these opportunities for improvement. A "State Teachers' Institute" was held in Coldwater last spring, attended by 130 teachers eager for improvement in their chosen profession. Arrangements are made for a Normal training class in connection with the Union school in Coldwater, where teachers can get a thorough drill in the science of teaching. A Teachers' Association was organized last spring with about 70 members. It will hold its meetings semi-annually. Two hundred and fifty visits have been made during the year. These visits have been rendered all the more pleasant by the extreme cordiality of my reception by both teachers and patrons.

## CALHOUN COUNTY—BELA FANCHER, SUP'T.

Advancement in the public schools appears to be the purpose of the people of this county. It is evident in school buildings.

There is a tide of improvement in the building and conveniences of school-houses. The Marshall school-house, at a cost of seventy or eighty thousand dollars, the *gem* of the city, and an honor to the cause of education in this part of the State, is approaching completion. Albion with its three ward schools, after the pattern of those in Marshall, and soon to be prepared for occupancy, is moving in the right direction. Battle Creek has just raised by vote, \$75,000 for a central building, to be put under contract at once. Two district houses have been built in Homer. Burlington village has erected a very fine house at an expense of \$2,500, which is nearly completed, and in Eckford, Sheridan and Albion, fractional districts, a substantial brick house at about the same expense has been completed the past year. Marengo and Emmet were among the first towns in building and furnishing their school-houses with modern improvements. Other improvements are contemplated. Inquiries are made respecting sites and desirable locations. Some friction attending the erection of suitable houses is experienced, but as soon as a good comfortable house is completed and its beauty and advantages seen, all speak in commendation of "Our fine school-house."

The abolition of the rate bill meets with almost universal approbation.

## TEACHERS.

In the practical working of the school system, respecting teachers, there are new difficulties and necessities constantly arising, and developments, in some cases, of very bright specimens of scholarship and adaptation to teach and to govern; and in others, of incapacity and want of knowledge of what is

required of a teacher. Before the way is cleared and school boards and superintendents in their united action can secure in all cases such teachers as will fully meet the wants of the community, some very hard and unpleasant work must be done in refusing certificates. Too much money has been paid for school-houses, and too much is being paid for teachers' wages, for school boards or superintendents to wink at incompetency, to be influenced by favoritism and not to exact suitable qualifications in every case, and earnest devotion of teachers to their work. In order to avoid the accumulation of disappointments of those designing to teach, and to encourage the development of the requisite talents, and a full supply of teachers, the following method has been adopted.

At the time of visiting schools, all in the school, who anticipate teaching are invited to meet the superintendent for instruction concerning what a teacher is required to know and do. A few directions and questions answered will do very much to prevent the disappointment of many ambitious young men and women, who, at a public examination, for the first time, find to their sad regret that they are not half prepared for the work. It inspires them with hope and encourages them to greater diligence in study, and to study what is especially essential; and they are not left in expectation of *hearing* at an institute all that is required of them.

At the same time teachers are requested to report to the Superintendent, at or near the close of the schools, such of their pupils, with their deportment, moral character, and scholarship, as are candidates for teaching. Some of our very best specimens of teachers have been, and will be found, whose education has been obtained for the most part in district schools.

#### LIBRARIES.

Libraries are a failure throughout the county. Some action of a general nature is required to revive them. What can be done?



## STATISTICS.

A few facts will indicate clearly the general direction of efforts, and the public will. There are in the county 162 districts, and schools were taught in all but two or three. There are four graded schools, and several with two or more apartments and teachers, and a very good beginning made in grade.

## WORK DONE.

No man can be long engaged in so large a field and comprehend the amount of work required of a Superintendent, without feeling a burden relieved only by incessant toil, patience and fidelity, in meeting in order and in time the varied calls made upon him. My whole time is devoted to the work, and it is due to the supervisors to say, that in increasing the number of days of service to three hundred, they have showed that they have comprehended the greatness and importance of the work. The time of service, four months, could not mature much fruit. But the planting and reaping have begun as follows:

One hundred schools have been reached in visiting. Twenty-eight certificates have been given—none of the first grade; three of the second grade, twenty-five of the third grade. The number of certificates granted by Mr. Marble, my predecessor, at the fall and spring examinations, and during his term of office, as appears from the records were: Of the first grade, 5; of the second grade, 139; of the third grade, 326. In all by him, 470; by me, 28.

I have not ascertained the number of visits made by him, but he was a true and faithful worker, and has left pleasing remembrances in families, among teachers and scholars, of his earnest efforts in the cause of public schools.

The three term system is earnestly recommended, and to a considerable extent is adopted; though in some towns it meets with decided opposition.

Little has been done in the way of ornamenting grounds, and making the surroundings of school-houses pleasant. The maxim is, first a house, and then the ornaments; but a good time is coming in the spring for fences, maple trees and ever-greens.

The State Teachers' Institute was held in Homer in October, conducted by Hon. O. Hosford, State Superintendent, and Profs. Putnam and Bellows, of the Normal School. There were eighty members of the Institute, and one hundred or more attendants, who did not enroll their names. It was a decided success. Teachers and others who had begun to look upon Institutes as dull and unprofitable, unanimously expressed their deep interest and approval of the mode and results.

The way is prepared for a race up the hill of science, for emulation among towns and counties and States, and for the moral and intellectual culture of those who in years to come shall continue to advance the great interests of the nation and humanity.

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#### CASS COUNTY—IRVING CLENDENEN, SUP'T.

##### SUMMARY OF LABOR.

I have examined one hundred and five teachers and have granted seventy-six certificates. Sixty of the third grade, nine of the second, and seven of the first. I have made one hundred and two visits to schools; some of one-half day, others of one day each; have held one day and Sabbath School celebration, and one institute. I have also published the first number of the Cass County Educational Journal, which will be issued quarterly, and devoted to educational interests in this county, and have also performed the various other work connected with the office.

## SCHOOL-HOUSES.

We have one hundred and twenty districts and not more than fifty good houses; leaving some seventy very poor houses, some of which are a disgrace to any district, or community; but there seems to be a disposition on the part of districts to erect better houses.

## BOOKS, &amp;C.

I am trying to secure a uniformity of text books in this county and am succeeding very well.

## QUALIFICATION OF TEACHERS.

I find but few well qualified teachers in this county. The opinion is general, "that if I am not fit for any other business, I will teach school;" but I have rejected 34 per cent., or thereabout, and there are still a great many who are not well qualified for their work, and as soon as we can get a better lot of qualified teachers, we will ship the poorer ones who are left. But teachers will have to be elevated before our schools can be raised to that standard which they ought to occupy at the present time, and I do not think one in twenty of our present teachers have ever read any works or made any preparation for their work. But I suppose we must learn to labor and to wait.

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## EATON COUNTY—G. H. TOWNSEND, SUP'T.

The general condition of school interests in my field of labor is gratifying. The School Inspectors' reports for the year, though not as complete and accurate as was desired, show substantial progress. Under specific heads, it will also be found that evidence, which promises for the near future, results in keeping with the genius of our school system, is not wanting.

## PROGRESS.

The number of school districts is the same as last year. The proper authorities have frequently been importuned to increase the number, but generally, have wisely consulted the interests of districts proposed for disorganization, in preference to the wishes of those who would like schools near by. Five of the "old settlers" have been replaced with well-arranged and commodious school-houses. During the year there has been an increase of 510 school children. The record of attendance shows better habits inculcated on the part of parents, by 4.7 per cent. The value of school property has been increased \$9,313; and teachers have been paid better wages.

The Annual Meetings, so far as heard from, were the largest and most harmonious ever held in the county. With but few exceptions, they were characterized by a desire to promote the general good of our schools. A few items taken from my record book will show wherein. Eight more districts voted for first grade, and five more for second grade teachers, than could be supplied. More than one-third of the districts in the county thus declared for teachers of a high standard of qualification. This fact, important and cheering in itself, becomes possessed of broader significance, *as the expression of more than one-half of our population*. Forty districts voted liberal amounts for repairs; twenty-one to protect school-houses from dangers of the highway; ten to set out shade trees; and one, with a strong element of the pure and poetic in its citizenship, voted to beautify school grounds with shrubbery and flowers. Five districts voted to build next year—including a \$10,000 brick at Vermontville, and a \$2,500 frame at Potterville. Ten districts declared in favor of the "three term system," thus making available such labor as school children can perform during the pressing season of agricultural life, without the necessity of disturbing school-room work. Fifteen districts were in favor of procuring apparatus; and five voted to induce

a love for school exercises, to encourage teacher and pupil by frequent school visits.

The above indices of broader and better views among the people, were gathered from eighty-five annual meetings. They may not be commensurate with the deathless import of our educational interests; are not all a thoroughly vitalized and healthy public sentiment would reflect—they are, however, a sure basis upon which to found strong hopes for the future. Educators may reasonably take courage, when one year reveals so many cheering signs of progress.

And the upward tendency is not confined to school patrons. Our teachers will compare favorably with those of other counties. Several have an enviable and extended reputation; and a large number give evidence of a desire for honorable distinction. The written examinations on file in my office, compared with the old record, show a majority to be ambitious, energetic and deserving—the sure precursors of constantly increasing usefulness in the profession. More exalted views of the teacher's mission, rational ideas of the true theory of education, and better methods of instruction, are fast supplanting the sordid estimate, and crude conceptions, so common a few years ago. It gives me great pleasure to attest the settled purpose of our teachers to take no backward step, but to press forward, honoring themselves, and exalting their profession to its rightful place in public estimation. But five instances have come to my knowledge of a desire to retrograde; while a large number, richly deserving, have been passed to higher honors.

#### THE SITUATION.

The last school census returns 8,259 children between the ages of five and twenty years. Of this number, 6,587 attended school during some portion of the year, leaving 1,672 unaccounted for. For the benefit of these children, 841.91 months school were taught, at a cost, in teachers' wages alone, of \$21,343.42—or, at the rate of a fraction over \$3.24 per scholar.

The average attendance record will show, that of the number of months school taught, but one-half were productive of solid benefits, and that one-half the sum paid teachers was practically thrown away. This is one of the worst evils with which our school system is afflicted; the more to be lamented on account of its two-fold influence. By it, not only the interests of the school-room, but the future well-being of the children, are put in jeopardy. "*The man is in the child*," and whatever tends to produce loose habits, carelessness concerning intellectual culture, must necessarily produce mischief. Society feels now, the dead weight of lives made aimless and burdensome, by the neglect of parents to inculcate habits of close attention to duties in hand; and it demands remedy. He who is equal to the task of lifting this grievous burden from our school system, will be hailed as a public benefactor.

Of 80 schools visited last summer, but 20 were supplied with any sort of apparatus, excepting blackboards; 35 were squandering tax-payers' hard earnings, with an appalling variety of text-books; 45 school-houses were practically in the highway; 20 were venerable with age; and 5 were unfit for use.

A majority of the teachers in these schools, in culture and tact, gave evidence of fitness for the work. I know of but two cases of total failure. Varying degrees of excellence were found in the same grade; several of the third grade possessed as much tact, as correct methods, and were meeting with as satisfactory success, as a majority of the first and second grade teachers.

#### THE UNION SCHOOLS

Are, without exception, in charge of Teachers and Trustees, able, faithful and progressive. Many changes in their management have been made recently, which promise better results for the future, than have accrued in the past. With but one exception, all are on an "Object Teaching" basis, and are also experiencing the good effects of new and better text-books.

The school boards of Charlotte and Eaton Rapids have purchased a respectable amount of apparatus; reorganized and regraded their schools; the former being placed in charge of a superintendent.

#### SUMMARY OF WORK, ETC.

Labor performed from the 1st of May to 31st day of October, 1869, is as follows: 100 visitations were made to 80 different summer schools. These visits, it was my constant endeavor to render pleasant, and were not unproductive of good results. In a majority of schools the children were induced to extend a cordial and respectful invitation to their parents to visit the school-room. So far as heard from, this plan had the desired effect—the invitation being kindly received, and responded to beyond my expectation. I held 50 examinations—14 regular, 1 special, 35 office. Most of the latter were in the early part of summer. A special effort was made this fall to do away with such office-work, as generally an unnecessary expense to the county, and I succeeded so far as to reduce the number to eight. Of 195 applicants, 38 were refused, and 157 licensed to teach, as follows: 8 first grade, 39 second grade, and 110 third grade. Of this number, 4 were advanced from second to first, and 18 from third to second. Applicants for “small schools,” and those too young to be invested with the interests of the school-room, make up the sum total of rejections. In addition to examination in the usual branches, oral exercises in spelling by letters and sounds, examination upon Analysis and Constitution of the United States were generally had. Five evening lectures were delivered to good and apparently appreciative audiences. Ten school picnics, and 8 examinations of schools, were attended. Twenty-five school boards were induced to prescribe a uniform list of text-books. Twenty-three heads of families, who habitually kept their children from the school-room, were visited, and in a friendly way the evil of their course pointed out. Twenty children were started in school life, as a *result* of these visits, districts kindly furnishing books.

## NORMAL CLASS.

A Normal Class was organized September 20th, in connection with the Charlotte High School, and under the supervision of its principal. It continued in daily session of two hours each, for six weeks, closing October 29th. As stated in a circular to Teachers, its special features were, examinations and drill on the primary branches, lectures on school government and methods. The class was fairly attended, and so far successful as to warrant the formation of others at an early date.

## EATON COUNTY SCHOOL JOURNAL.

Feeling a need of a medium of communication with school officers and teachers, which would be sure to reach every school-district in the county, I commenced in July the publication of the *Eaton County School Journal*, a monthly paper, devoted to our educational interests. Four numbers have been issued, and in all, 4,500 copies distributed through the county. My aim in this publication, has been to encourage healthy public sentiment, to point out errors in the management of our school interests, and to present to teachers methods and suggestions of undoubted merit. Thus far, I believe, it has met the expectations of its friends, and in common with all emanations from the press, had its influence. For the sake of the cause it seeks to serve, I trust that influence has been for good.

## IMPRESSIONS.

The office of County Superintendent is no sinecure. He who would serve the school interests of Eaton county efficiently, must devote to the work his best energies and whole time.

A majority of the people approve the county superintendency. A majority will favor *Compulsory Education*.

In closing this, my first report, it gives me pleasure to say, that from my fellow co-laborers, and the people and children, I have uniformly received cordial welcome and kind treatment. That these friendly relations may continue, and that together,



we may be the instruments, in God's good time, of elevating the standard of our public schools, is my fervent wish.

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#### GRATIOT COUNTY—GILES T. BROWN, SUP'T.

The past year has been, with me, one of hard work, but showing many signs for encouragement.

Our schools, or most of them, are in a decidedly improved condition in comparison with what they have been years before. Teachers are much better qualified, especially as far as the common branches taught in school are concerned, but they are generally quite destitute of historical knowledge and general information. It has been my aim during the year, to induce them to devote more time to reading and studying historical and other valuable works. While my examinations have been equally strict, I have granted a greater number of higher grade certificates than in any previous year. During the Spring examinations I granted 77 certificates; 1 of the first, 13 of the second, and 63 of the third grade. There were then already in force from previous examinations, 5 first, and 22 second grade certificates.

I have visited nearly all the schools in the county each term, but I notice many directors fail to report my visit. My visits are usually about two hours in length. The distance from one house to another, or the bad roads, usually prevent my giving a full half day to each school.

At the State Institute which you conducted at Ithaca this Fall, there were seventy-seven teachers present, who give unanimous testimony as to the pleasure and profit derived from it; the most of them never having attended one before. I have taken a teachers' class, which was well attended, through a six weeks term this Fall.

Several new school-houses have been erected during the year, (one at Alma costing five thousand dollars,) but all of them

without regard to ventilation, and none of them supplied with the least show for school apparatus; some of them even with a poor black-board.

We have a County Teachers' Association, the meetings of which have not been very well attended as yet; we hope for more interest at the January meeting. The Supervisors have increased the time allowed me to 230 days, which I hope will enable me to do a more thorough work during the coming year.

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#### HILLSDALE COUNTY—STEPHEN N. BETTS, SUP'T.

In making this my first report of the condition of the schools of Hillsdale County, I can only go back to the first of April; that being the time I went into the office. Mr. P. B. Cook, the former Superintendent, having resigned a month before the expiration of his term of office, I was appointed to fill the vacancy of that month, before the term for which I was elected should commence. My first work was to meet the appointments Mr. Cook had made in the different townships for the examination of teachers.

Without a word of instruction, or any record to guide me, except the stubs of former certificates and the experience of a few years under the old law, the work was commenced. I found the teachers many of them well qualified, but to fill the schools, I was obliged to give some certificates of which I must say I felt a little ashamed. But on visiting the schools I found that many of those were acquitting themselves nobly.

Nearly all the teachers throughout the county seemed anxious to do the best they could, and most of them succeeded in keeping very good order. The greatest defects are a want of clearness and thoroughness, allowing scholars outside of the class to divert their attention from the class by asking questions, and in various other ways.

If the patrons of the schools would give the teachers more encouragement and counsel, most of those teachers that now fail would succeed very well, and all our schools would be a great deal better than they now are.

But while the patrons of the schools make it a point to find all the fault and pick all the flaws with the teacher that a vigorous imagination thoroughly trained in that direction can possibly invent, and that too, in presence of their children, and then sending them to school with their minds filled with prejudice against the teacher, and feeling that they are unfit and unqualified to fill the office of teacher, is it any wonder that so many teachers fail to give satisfaction under such circumstances, and are they really wholly responsible for that failure? We cannot expect our schools to be anything near what they might be until the patrons, teachers and superintendent all heartily co-operate to secure their advancement. Most of the school-houses throughout the county are very good, some are excellent, well finished and furnished, and are an ornament and a blessing to the country around them; while a few are unfit for use; but steps are being taken in most of such districts to build new ones. In visiting the schools I could not help but notice that those districts where the patrons were interested, and where they were managed on the liberal principle, that they were far, very far in advance of those that were conducted on the penurious penny system. While the former uniformly spoke of having had very good teachers, the latter found fault with nearly all of theirs. And was it really the teachers, or the influence that was brought to bear upon them, that made the difference? In addition to the one hundred and seventy district schools of the county, we have seven graded schools. One at Reading, reporting 146 children, occupying two houses, and employing two teachers. One of their houses is new, but not as good as they expect to have in a few years. The Lansing, Saginaw and Fort Wayne R. R. has just been completed to that place, and the citizens hardly know at present,

what the future of the place is going to require, in the shape of school accommodations; but when the minds of the people are fully made up, we are confident the enterprising spirit of the people will do something worthy of praise. Cambria Mills, a small village, reporting one hundred and eleven children, has built the past summer, a very nice brick house, at an expense of some six or seven thousand dollars, a sure indication of the enterprise, intelligence and prosperity of the people. The village of Osseo, on the Southern R. R., reporting 133 children, has a very nice brick house, worth some five or six thousand dollars, and is sustaining a very good school indeed.

Litchfield, another town, reporting 205 children, with no railroad communication, is sustaining a good Union school under the supervision of Prof. Jackson. Allen, a thriving little town on the Southern R. R., reporting 164 children, has nearly completed a new brick house, at an expense of \$10,000. Jonesville, an enterprising place on the Southern R. R., reporting 442 children, has, the present school term, been occupying their new school building, unequaled perhaps in architectural beauty and richness of finish, by any other school building in the State, in a place of equal size; costing \$40,000. The school is conducted by Prof. McClelan, a gentleman well qualified for the place he occupies, and assisted by an able corps of teachers, and an enterprising school board. The city of Hillsdale reports 992 children. They have one Union, or central building, costing some \$40,000, and there was a school employing 13 teachers, all under the direction of Prof. C. G. Robertson; a teacher who for clearness and thoroughness of instruction, has but few equals, and perhaps no superiors in the State. He is also assisted by an able corps of teachers and an energetic school board.

And last, though not least, we have the Hillsdale College; an institution that has done much for the educational interests of this and other places. Though it stands outside of my field of labor, not being connected with the county schools, we hope

to be pardoned for briefly referring to it. Hillsdale as a city, and the high educational attainments of the county, are indebted much, very much, to Hillsdale College. Hillsdale County has just cause to be proud of her educational facilities. Too much cannot be said in praise of those men who have thus earnestly labored for the moral, intellectual and Christian culture of the youth. The intelligence, prosperity and happiness of the people is a monument to their praise, more lasting than the hardest granite, which is worn away, though slowly, by the wasting finger of time; and if the work has been done with special reference to the good of man, and the glory of God, they have no reason to fear that they will not be abundantly blessed.

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#### HURON COUNTY—CHANCY CHAPMAN, SUP'T.

I notice, by a comparison of the present list of County Superintendents with the former, that our people, in deciding to change, in the election of a Superintendent for the second term, only followed in the wake of one-half of the State, just one-half the number of the old counties which reported an election of a County Superintendent, reporting a new name: so that, whilst we abide the inconveniences, and endure the evils of so frequent change of officers, we may plead the bad example of sister counties as an excuse for this exhibition of our folly, and console ourselves with the fact that many other counties are losing a similar force with ourselves, in this great work, by bringing a new man into the field.

Very much would, I think, be gained by the people, by selecting, at as early a date as practical, the best man for this position, and then holding him to it; thereby securing a uniformity of action for a term of years, and avoiding the continual bickering of past officers, against present incumbents and their acts.

Since the commencement of my term of office, which was the first of May last, and up to the first of November, I have granted 33 certificates; 3 of first grade, 16 of the second grade, and 14 of third grade. I have made appointments for a number of public examinations, but have never had an attendance so as to examine more than one candidate at a time.

There are some 10 or 12 certificates in the county, granted by my predecessor, which hold over this date. The present school system under the new law, meets a very favorable reception in our county; all hail the plan of free schools (as it is called) as the harbinger of better, and more efficient school management, as it more intimately combines the interests of the tax-payers with those of the Parents and Guardians in a just and judicious expenditure of all sums raised for school purposes.

With this new law comes its universal handmaid, a strong sense of the necessity, and an imperative demand for a higher standard grade in the qualifications of teachers: if the schools are to be supported with our money, we want good schools, and must have teachers who are competent and willing to earn their money. Previously but little more than to expend the public money has been accomplished by our schools, generally very many of the districts having only the legal school term during the year.

During the summer and fall I have visited the schools in 12 different townships in the county, have met a welcome reception by teachers, people, and schools, with the hearty expression, I am glad you came in; do come in often, I want to learn to teach; come in again, my school had contracted a dislike to the Superintendent's visits, but you have made a different impression; we want the best school we can have with our money, &c., &c., showing conclusively a rising interest in the common school cause, and an appreciation of the system of one man supervision, and many of the districts have determined

upon longer terms of school than the law requires—from six to ten months.

At their annual meeting the one district in the township of Port Austin, formed itself into a Graded school, the first in the county—a step out of the beaten path of the common district; they resolve on maintaining a school the year through.

They have a new house in a good state of progress of construction; the lower story ready for plastering, which they propose to do for winter school. The house is 30x60 feet, with a side entry, stairway, &c., 20x22 feet, and will cost, when finished, about four thousand dollars.

Other places are strongly agitating the subject of building; some districts passed a vote to do so, but none are moving in that direction this fall, except at Caseville, the Mill company is building a small house 20x30 feet, which it is expected the district will assume when it is finished.

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#### INGHAM COUNTY—GEO. W. BROWN, SUP'T.

I have the honor to report that the interest in common school education in Ingham county is steadily increasing. This is evinced in the care of school boards to employ teachers more competent than those heretofore employed, also in supplying their schools with many of the necessary aids and conveniences, without which no school can succeed. I have tried to impress school boards with the importance of uniformity in text books. Many have adopted a uniform series to be used in their schools, while many others *ought to do so at once*.

The teachers uniformly seem interested in their work, adopting the best methods of instruction; pupils are encouraged and stimulated to habits of study and thought, so essential to their progress; parents and friends are becoming more and more interested in the general management and welfare of the schools. District No. 1, village of Mason, is building a Union school-house, which, when completed, will rank among the

best school buildings in the State. Other districts have built houses well adapted to their wants. Many have built new out-houses, repaired old ones, made fences, and improved the school grounds generally. Quite a number contemplate building new school-houses soon. Much remains to be done by district officers, teachers, and friends of education generally, to give the schools full efficiency, but with persistent, energetic, well-directed labor, much will be accomplished.

The libraries are in much the same neglected and scattered condition, but little having been done by way of improvement.

I have held 32 regular examinations; have examined 504 candidates, and have granted 314 certificates, as follows, viz: Of the first grade, 12; of the second, 76; of the third, 226. I have three total failures to report.

The inspectors' reports contain many mistakes too glaring to need any particular specification. I have sent some back for correction, but they were returned not materially improved. I, therefore, send them as they are.

I have made 265 visits among the schools, many of which are not reported by the directors.

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#### IONIA COUNTY—E. V. W. BROKAW, SUP'T.

I have the honor to make the following report of the schools of Ionia county, for the year ending October 10, 1869:

I am happy to state that the year past has been one of progress and improvement. Knowing the wants of the schools more perfectly, I have endeavored to meet them, and am not altogether dissatisfied with the results of my efforts. Though I have not accomplished as much as I had wished, yet, on the whole, I can see that in many respects there has been a marked improvement.

There are now 138 districts in the county, including Union schools. Of the latter there are seven, employing in the



aggregate, 29 teachers. The whole number of teachers required to supply all the schools is 168.

During the year two new districts have been formed—Odessa, District No. 9, and Otisco, District No. 9, this latter being formerly a branch of the Otisco Union school. I know of only two private schools in the county.

I am glad to report the condition of our school-houses fast improving. New ones are being built—large and well arranged—and old ones that will do, are being refitted and made comfortable. The matter of ventilation is receiving considerable attention, and in nearly all the new houses provision is made to ventilate near the floor. A large amount of blackboard surface has been put into all the new houses.

I have held 33 public examinations; have examined 347 teachers, and granted certificates to 320. Of these, 7 received first grade, 137 second grade, and 176 third grade. The number of second grade certificates is increased very much over the number of the same grade given last year, and the number of third grade has decreased in the same ratio.

The standard for all certificates has not been lowered, but on the other hand there has been a gradual increase. Those given the past year have averaged a higher percentage than any previously given.

As a general thing teachers have made especial efforts to fit themselves for the work, and only those who were confident of securing certificates have applied. Those contemplating teaching are now pursuing studies with that especially in view, and we have reason to believe that in the course of a few years, at most, we shall have in the field only those who intend to make teaching a business.

Two State Institutes have been held in the county. Last Spring one in South Boston, with an attendance of 88, and one last September at Portland, with an attendance of 121.

Of the 209 attending both Institutes, nearly all were either teachers or those preparing for that work.

I require of all teachers a report at the close of each term—giving the whole number of pupils enrolled, average attendance, whole number of days lost by absence, number of visits from school officers and parents, and the number of pupils neither absent or tardy.

The names of those are given, and to each I send a "*Certificate of Honor*."

I have given to the last summer schools, between four and five hundred of these. I publish abstracts of these reports in the county papers, publishing the names of those receiving "Certificates of Honor."

I am confident that the percentage of attendance will be largely increased the coming winter term. If there is any one thing to which I have paid more than common attention, it is the matter of *attendance*; believing that here is one of the greatest evils affecting our schools.

There is a gradual increase of interest among the people in the cause of education, and the Free school law is cheerfully received in this county.

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#### ISABELLA COUNTY—T. E. HARRISON, SUP'T.

The very limited experience I have had as Superintendent of schools in this county, and besides the duties of the office being first required of me during that part of the year when but few schools are open, will necessarily prevent my giving a very full report this year. I know of two schools only that were in session during the last month.

I accompanied my predecessor, Mr. Young, in visiting some of the schools prior to his resignation, and these visits enabled me to make some observations. The cause of education is making creditable progress, and, I think, is keeping pace with all the improvements of this new county. All the school-houses I have been to see are in good repair, and as comfort-

able as ordinary log buildings are expected to be. The highest special tax that has been required of the people in some districts since the close of the war, has been for the purpose of building school-houses. Two very good frame houses were put up during the last year, each costing about \$900. Occasionally we find a few people who are disposed to complain, but, fortunately, a decided majority willingly support the common school, and favor education generally.

I am grateful to know the rate bill has been abolished—the free school system being more satisfactory to teacher and patrons. The wages of teachers during the past year average as follows: Males, \$30.63 per month, including board; females, \$15.56 per month, including board.

An unusual interest seems to have prevailed among the people at the annual meeting, from the fact that a proportionately larger amount than formerly was voted for school purposes, and all the directors who have applied to me for teachers, are not willing to hire such as they have had heretofore; but good teachers, those who have had experience, and “know their business,” are required to “fill the bill.” I am glad of this, as it will have a tendency to elevate the standard in this county. If the people are contented with third and fourth class teachers, and do not feel the necessity of procuring the best, it is a difficult matter for the Superintendent to accomplish much in his efforts to benefit the schools.

In examining teachers, I have been guided by the demands of our schools and my own judgment. Some teachers, I find, are deficient in the different branches, but have a faculty of preserving order, and conducting schools with considerable success. My method of grading certificates has been according to the number of questions correctly answered. Ten questions are given on each branch. Ten signifies very good; nine, very fair; eight, good; seven, fair; six, medium, &c. I have deemed it proper to refuse a certificate of the third grade when the grade of any branch is less than six. During the

last year Mr. Albert Fox granted one certificate of the first grade, seventeen of the second, and twenty-three of the third grade. Mr. John Young granted one of the second, and eight of the third grade. These figures are according to the duplicate of certificates in my possession. I have given two of the second, and four of the third grade.

I have not yet had time to hold a Teachers' Institute, but purpose doing so as soon as I visit all the schools in the county. I attended, as a teacher, an association of this character last winter, conducted by Mr. Fox, and my experience then only verified what I held as a self-evident fact, after attending a number of such meetings in other places.

For some time I have considered the propriety of opening a school for a term of eight or ten weeks during the coming year, expressly for teachers and those who desire to qualify themselves for the teacher's work. I have made known the proposition to those I have met at examinations, and all expressed a wish to support a school of that kind.

Having formed my plans and purposes for the coming year, I look forward to their development with "great expectations."

I herewith submit the report of John Young:

Number of schools visited.....	24
"    teachers who have taught more than 5 years..	1
"        "        "        "        less than 1 year...	7
"        "        "        "        had no previous experience	5
Average time spent in each school, two hours.	
Number of patrons met in school.....	5
"    teachers who have attended Institutes.....	2
Average age of teachers.....	21
Number of visits made with directors.....	7
"    schools opened during summer.....	24
"    pupils attending schools.....	625

## JACKSON COUNTY—W. IRVING BENNETT, SUP'T.

In making the subjoined report I would beg leave to call your attention to the fact, that it is more strictly a semi-annual than an annual one, dating back to my assumption of the duties of the office in May last, anteriorly to which time I have no reliable data.

## STATISTICS.

In the compilation of the following statistics, though accuracy has been striven for, yet, I fear, only approximately attained, owing to many imperfect and deficient reports.

There are in this county one hundred and sixty-three school buildings, with an aggregate of two hundred and nine departments. Of this number, forty-two are brick structures, one hundred and fifteen frame, two stone, three log, and one grout.

The valuation of school property in the county is \$232,618. The total bonded and floating debt of school districts, on the first of September, amounted to \$48,158 28. A large share of this indebtedness, however, will be liquidated during the present school year. The expenditures for the support of schools, building, repairing, etc., with surplus funds on hand, amounted, during the last school year, to \$113,061 52. There have been employed during that time, three hundred and thirty-five qualified teachers—eighty being males, and two hundred and fifty-five females. The present year will exhibit a larger proportion of males employed than last.

## LIBRARIES.

The condition of the district libraries is deplorable. The system, I am convinced, is devoid of vitality. The degenerate remains of the former town libraries may be found (if found at all) musty and “ruinously old,” in garrets, consigned to

dust and oblivion. No interest is felt, no desire expressed, no efforts made, that the condition of these district libraries may be improved. The era of public school libraries has passed away, and no efforts on the part of the Superintendent can resuscitate them. Newspapers have usurped the place, and obviated the necessity, to a great extent, of these libraries; having outlived their usefulness, why should they now be regretted?

#### EXAMINATIONS.

During the past six months there have appeared for examination one hundred and sixty applicants. Of this number, one hundred and twenty-six received certificates, twenty-eight were refused, and the remaining six withdrew before the examination was completed. Of the certificates granted, five were of the first grade; twenty-three of the second grade; and ninety-eight of the third grade.

It is but just to remark in this connection, that the required standards for the first and second grades have been materially raised from those of last year. For the winter term it was believed that a higher average was necessary, even for the third grade certificates; and 75 instead of 65 hundredths was demanded as the average standing in the different branches. The deficiencies of applicants are most apparent in the following branches, respectively: Geography, mental arithmetic, spelling and reading; also, a fair specimen of composition is rarely met with in the written examinations.

A number of students from the graded schools, too young and inexperienced to teach, and yet sustaining satisfactory examinations, have received "complimentary" certificates.

There have been twelve instances of certificates from other counties, being indorsed and approved for this.

#### GRADED SCHOOLS.

At no previous time have the graded schools of the county been in so uniformly a healthy and prosperous condition as

at present. The attendance has increased largely during the present term, and the interest manifested by patrons and the community at large, has kept pace with their general advancement. There are at present thirteen graded schools in the county, employing 52 teachers, and having an attendance of 3,100 pupils.

In the more thickly settled rural neighborhoods the plan of uniting two or more districts and building schools on the Union model, is being thoroughly discussed, and will result, I trust, in the merging of weak and enervated schools into strong and efficient ones. Several small hamlets and villages are in pressing need of graded schools, and I cannot doubt that the want will eventually be supplied in these cases likewise.

#### VISITATION OF SCHOOLS.

During the past summer nearly one hundred and thirty schools and departments were visited. An average of half a day was spent in each, the length of visit being regulated by the size and condition of the school. Notes were taken of the attendance, deportment, methods of recitations, text books, condition of buildings, and such other items as might be useful for reference. I am glad to be able to state that summer terms of school were sustained in all the districts throughout the county with three exceptions only, in two of which the deficiencies were remedied, so that no injury resulted. A large proportion of the summer schools were conducted in a reasonably satisfactory manner; some few were eminently successful, while others were total failures.

That the schools have made decided advancement under the county superintendency, there is sufficient evidence to prove, and admissions of this kind are frequent from those formerly hostile to the system. Yet we feel little cause for self-congratulation in view of the infinitude that is yet to be accomplished, and the meager harvest that is garnered after the most untiring labor.

## INSTITUTES.

The yearly Teachers' Institute, which was inaugurated by my predecessor, held its third annual session in the city of Jackson, the 27th and 28th days of August. The attendance was large—averaging about one hundred teachers—forty-four never having attended an institute before. In addition to this county institute, four town institutes have been held, as follows: In Tompkins, Henrietta, Concord and Napoleon, the average attendance at these being thirty-seven. The interest and enthusiasm manifested by the teachers at these institutes were indicative of future benefit to the schools under their charge.

I have the utmost faith in the amount of good which may be accomplished by means of these institutes, believing that in no other way can so much be done to advance the interests of popular education. As the teacher is, so, to a great extent, *will the school be*, and any means which may be adopted to give teachers a just view of their duties and responsibilities, will be a direct improvement to our schools.

## SCHOOL "MONITOR."

The publication of a school journal devoted to the cause of popular education and free schools, styled the *Jackson School Monitor*, was commenced in September last. In point of typography it is equal to any similar paper in the State. Its large circulation of two thousand copies in the county, was obtained without difficulty, *on the gratuitous plan*. It has met with a very warm reception from the teachers and others, and I trust that it may be the means of aiding, in some degree, a cause which needs not only all the labor, but all the auxiliaries that can be brought to aid it.

## IN CONCLUSION,

I cannot close this hasty report without expressing my heartfelt thanks due to the people of the county at large, the



school officers and teachers, and the members of the board of supervisors, for many acts of kindness bestowed, and the aid which they have rendered me in the prosecution of my duties.

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#### KENT COUNTY—H. B. FALLASS, Supt.

We have about two hundred school districts, which employ about two hundred and thirty teachers. Our schools are generally doing well, and are constantly improving, as is evinced by the fact that the teachers, almost all of them, are studying, not only for the purpose of bearing a better examination, and obtaining a higher grade certificate, but also for the purpose of accomplishing more in the school-room. A large number of them also teach one-half of the school year, and attend school the other half, and in this way improve their education very rapidly, as is shown by comparing their examinations of two or three years ago with those of late.

The fall examinations are not finished yet, so I cannot report the number and grade of the winter teachers' certificates; but of those already granted, two were of the first grade, eight of the second, and seventy-five of the third; in all, eighty-five.

I have visited, since the first of May last, all of the schools in fifteen townships, except the few that were not in session when I went through, leaving nine to visit next winter. I found that several teachers were keeping school without a certificate, expecting that when the superintendent came around to visit them that would be time enough to be examined, but in two cases they failed to come up to the required standard, and had to close their schools. I also found that a few teachers who talked the *theory* of teaching very well, made very bad work putting it in *practice*.

I was not a little surprised to find such a marked difference between those teachers who had attended a State Institute and

those who had not. In nearly every case the former managed their schools so differently and so much better that, after visiting a few schools, I could tell them by their management only.

A great many of our districts have adopted the practice of having three terms a year instead of two, making about nine months' school instead of six, seven or eight, as before, and leaving out the months, or parts of the months of July and August. This course is found to secure a better attendance, and also the children feel more spirit to work in cool weather than through the excessive heat of midsummer.

We have still a very few old log and old frame school-houses that are not fit to hold schools in, but every year is substituting in the place of such those that are large, well arranged, and in some cases well ventilated. We have several in the county that cost from \$10,000 to \$50,000, and two districts voted at the last annual meeting, one \$8,000 and the other \$10,000, with which to commence the erection of a couple more nice brick buildings.

The people are beginning to feel and to talk more upon the subject of education, which I consider a mark of improvement; because, in bringing about any great reform in our country, it is first necessary to convince the people that it is needed; and as soon as they begin to inquire about the schools and into their management, the necessity of a great reform appears at once.

Not long ago it was a rare thing to hear two men talking about their school, unless perchance they were district officers, and were higgling with some teacher about a dollar or two a month on his wages; now it is not so much about the price, as "can he teach and govern our school? Our school has been left to take care of itself so long that we must have an extra teacher," &c.

The free school system is very popular, and the men are very scarce who would be willing to go back to the days of

duns for school bills. One thing more, however, is needed; that is, to compel those that do not feel disposed to give their children the benefit of the law, to send them to school. The men that pay heavy taxes say it will cost us no more to educate all of the children than three-fourths of them, and it certainly is no more than right that every child should have the benefit of the money that we pay for him.

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#### KEWEENAW COUNTY—G. R. DWELLEY, SUP'T.

The school-houses, furniture, out-buildings and grounds are substantially in the same condition as last year. There is the same insufficiency of apparatus, and the same lack of growth in the libraries. There has been the usual misappropriation of library funds. Nine applicants for certificates have been examined, and nine certificates issued; of the first grade, one; of the second grade, three; and of the third grade, five. There has been one private school, with one teacher and thirty pupils. Of its character and influence I can report nothing, as I know nothing.

The public schools, as a whole, deserve commendation for the work of the year. They are backward, and the best of them have serious defects, but they have done many things well; much that they have done ill they tried to do well, and where they have failed, success was, perhaps, beyond reasonable hope. The teachers are for the most part quite imperfectly educated, but I have always found them frank in the confession of their deficiencies, and gratified for aid and advice. One of my first acts as superintendent, was to give notice that all recipients of first and second grade certificates must give satisfactory proofs of qualification in all the studies prescribed by law. The immediate fruits of this rule were several third grade certificates. Soon, however, requests for

lists of text-books began to be made, and now all holders of certificates of the lowest grade with my signature, are, with a single exception, actively at work to secure promotion.

My plan for the improvement of the schools during the current year includes frequent visits, annual examinations, a Teachers' Institute, lectures in the different towns, and consultations with the district boards. In visitations, I devote most of the time to the drill of classes—pointing out errors, suggesting remedies, illustrating better methods of instruction, and endeavoring to infuse fresh life into teacher and taught. By annual examinations I design to give a wider publicity to the merits, faults, aptitudes, and incapacities existing at present in our school-rooms. Recommendations to district boards will, I am positive, result in an increase of apparatus. Already, in two of the districts, the officers have promised to purchase such articles as I advised.

But this work of mine can weaken to a limited extent only, the strongholds of school inefficiency. The most potent remedies lie in legislative action. I have here entered a field too broad for adequate treatment in the limits of this report, and must content myself with little more than mention of disease and cure.

The worst hindrance to progress our schools encounter, is the extreme irregularity in attendance. Parents and guardians are, in an alarming degree, indifferent to educational opportunities. Of the whole number registered during the past year, forty-six per cent. has been the average attendance. But the remaining fifty-four per cent. by no means represents the loss. Term after term many children never once attend school, and all cease to attend at an unusually early age; consequently, the register—though a good index as far as it goes—fails to mark the full extent of irregularity and absence. Further, the pupils of yesterday are not, in any large proportion the pupils of to-day, and this interruption of continuity in the instruction subtracts much from its value. In

repeated instances it has been found as difficult to retain even the skeletons of classes as for a General in a lost battle to preserve the organization of his brigades. Scanty returns, in such circumstances, must follow the most spirited endeavors, and the reaction on the teacher is very unfavorable. It quenches his enthusiasm, and palsies his ambition. I think it no exaggeration to state that by this colossal evil of irregular attendance, the worth of our schools is reduced to one-third of their possible effectiveness. Wise legislation can put a stop to much of this ruinous waste of money and effort. In my opinion, an additional section in the school law, with appropriate provisions, would be a more powerful check on this blight of irregularity, than a century of argument and expostulation from Superintendents.

A second hindrance to progress is the want of uniformity in text books. The existing variety seems, wherever it prevails, to be deplored as a calamity, but in this county, where, from local causes, the population is almost as migratory as birds of passage, it works especial injury. It is no uncommon thing for children to attend school in three different districts in the same year, and, as the little nomads carry their books with them, teachers find a satisfactory classification of their schools—previously difficult enough from the diversity of authors in the home supply—a labor of Hercules. The sufficient remedy for all this mischief is such an amendment of the school law as shall take the power to prescribe text books from the district boards, and lodge it with the county Superintendents, or with the Superintendent of Public Instruction.

A third hindrance to progress, and the last to which I shall call attention, is the quality of the instruction in our schools. We need a corps of teachers with a ripper culture, and with a far more complete mastery of the arts of development and communication. I do not wish to wound anybody's feelings, but truth compels me to say that there are much better educators in the world than we have in this county, and that a different

system of appointment could procure them. Here again, is urgent necessity for legislative intervention. The school law should be so amended as to vest in the county superintendents the power to contract with teachers.

Twenty-five years ago, in Massachusetts, school officers corresponding to our superintendents, began to exercise the power of appointment. This action of theirs was an innovation upon a system, in its essentials, the same as ours of to-day. The new policy, aided, it is true, by agencies already incorporated into our educational scheme, initiated a reform of the first magnitude. It scared from her schools the cheap itinerants who had infested them, committed the development of her children's minds to the care of professional educators, and, in the course of years, accomplished for education what the Reformation did for Religion. Her superintendents, left free to choose, and seeking everywhere, gave the schools to the ablest teachers their funds could command. The able men increased the efficiency of her schools. Improved schools stimulated the generosity of the tax-payers, and liberal appropriations enabled superintendents to secure a higher grade of educational ability than before. The circle of sequences was again repeated, has been many times repeated, with what final results, as respects the quality of teachers, a fact or two must illustrate. The professor of Greek in Dartmouth College leaves his post to take charge of one of her public schools; the professor of Rhetoric in Brown University is called from the desk of a second; and, to obtain educators of similar merit, there are in the State, country towns even, which pay teachers of their High and Grammar schools larger salaries than are received by the president and professors of the University of Michigan.

## LAPEER COUNTY—JAMES H. VINCENT, SUPT.

## SUMMARY OF LABOR.

This annual report will embrace the record of my official work from Nov. 1st, 1868, to Nov. 1st, 1869.

Number of public schools in the county, one hundred and twenty-two. Number of graded or union schools, five, employing from two to nine teachers. Number of districts failing to sustain schools during the winter, two; during the summer, one. Number of schools visited during the winter, ninety-eight; during the summer, ninety-two. Whole number of visitations made during the year, one hundred and ninety, not including more than one visit to a school during the same term. Number of miles traveled, one thousand eight hundred. Number of days devoted to official work during the year, two hundred and forty-one. Average time to each visit, two hours. Whole number of persons examined for teachers' certificates, two hundred and thirty-two. Whole number having received certificates, two hundred and eleven. Number of first grade certificates granted, three; second grade, sixty-one; third grade, one hundred and forty-seven.

## UNION SCHOOLS.

The five union schools employ nineteen teachers. Two of these schools have two departments each; one four, one eight, and one not in full operation. Two of these have been graded this year. Two partially supplied with apparatus.

## SCHOOL-HOUSES.

During the year a large number of school-houses have been repaired and several new ones built. Perhaps I am too particular as regards seats and ventilation; but, should I not work for the health of the children, as well as their education? There are five school buildings in the county with

seats properly constructed and arranged, and three properly ventilated. Still I feel hopeful, for the people are beginning to look to the health and comfort of their children. More and better out-buildings are being constructed, school grounds fenced, and there appears to be a general disposition to improve school accommodations. Number of frame buildings, one hundred and seven; log, fourteen; brick, two; plank, one. Number supplied with sufficient black-boards, thirty; with good stoves, seventy-five. Number painted outside and in, fifty.

#### SCHOOLS, BOOKS AND STUDIES.

Number of schools in which the Bible is read, fifty. Number supplied with school registers, thirty. Number supplied with dictionaries, thirty. I have visited all but two of the schools once, and most of them twice. In those districts where the officers and patrons make frequent visits, I find the best schools. Several of the winter schools came near closing on account of rate bills. That is past, I hope never to return. Less than eighty-three per cent. of the children attended school during the year. I find a great lack of uniformity of books; not over twenty-five per cent. being uniform. Districts lose money, and the children precious time, by this neglect. Grammar is taught in less than fifty per cent. of the schools. Mental arithmetic (except primary) in less than twenty-five per cent., while orthography (except spelling) is seldom found in the schools.

#### EXAMINATIONS.

Regular examinations of teachers were held during the months of April and October, and each Saturday in May and November, at Lapeer. Those occurring in October and April were held in the various townships as the law directs. The board of supervisors allow me, for the next year 150 days, at \$4.



In conclusion, I will say that I have been treated with courtesy and respect by the people of the county, which has given me courage and a lighter heart for the work. May they prosper and our schools improve.

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#### LEELANAW COUNTY—S. J. HUTCHINSON, SUPT.

On the first day of June last I first entered upon my duties of county superintendent of schools, and since that time have made two tours for examination of teachers in the eight townships of the county, and a round of twenty visits in the several districts of the same.

I have held no "Teachers' Institutes," but in lieu of them, have practiced meeting the teachers, district boards, and other friends of education, as circumstances allowed, passing the time in consulting, suggesting and advising as to the best modes of teaching the scholar self dependence in study, power of expressing thought, and eliciting of moral sentiment—three great aims in education; also, the best text-books to be used, apparatus required, use of black-boards and drawing slates, ventilation and warming of the school-room, and everything pertaining to its economy. Have urged upon them the forming of large districts, discouraging fractional ones, even though they may in some cases, at present, seem the most convenient; but have advocated large districts, they thus securing better teachers and longer terms of school, with less expense to the patrons.

I have advised the formation of township libraries in preference to district. In the district library the books become scattered, and then the library comes to nought. Moreover, the readers are limited to the few volumes that may be allotted each district, while in the township library the books are within the reach of all therein residing. The library might, in most cases, be located at or near the post office, which is

necessarily frequented by the people, and thus do away with the objection of "too great distance" for exchanging books. There are four libraries in this county, three but germs; the fourth, the "Leelanaw township Library," numbers between three and four hundred volumes of well selected works.

The county is new, the population few and scattered, yet, with our good soil and peculiar climatic conditions favoring the culture of fruit, we may hope for wealth and the consequent power to do much for education in a not far distant future. As it is, it requires hope and patience; but a good beginning is a great step toward the end.

I attempt to impress upon the teachers the necessity, upon their part, of constant advancement in mental culture, and the need of their being adepts in the several branches which they are required to teach. I find but few equal to the public demand, as yet. Have given two first class certificates, twelve second class, and eighteen third class, making in all, thirty-two. Have rejected two applicants. In several instances, as a matter of necessity, I have been obliged to give certificates where they were not merited, in order that schools might be held at all. Certificates, in their three degrees of grading, I find to be adequate in representing all degrees of qualification, provided we have the indications in each of *very good*, *good*, *medium* and *poor*, attached to the several branches examined in, as the case may be.

There are three government schools among the Indians on their reserve, which extends over a large portion of this county, to the exclusion of free schools, and the other conditions of civilization. There is one graded school in the village of Northport. This is held in the new school-house erected last year. This is a fine frame building, well finished, and has been occupied for a year past. Excepting this, a small frame building in the village of Leeland, and a gravel wall house in the village of Glen Arbor, the school buildings are all log

houses, and number twenty-four. Of districts, there are twenty-five whole and ten fractional.

The interest in educational matters is lively, and were the means equal to the interest shown, school affairs would be as prosperous as could be desired.

Eradication of the "rate bill"—a germ uncongenial to human nurture and culture—was a humane act, ominous of good, and one that meets the hearty approval of the people.

County superintendency, in its provisions and results, is well received, and its advantages over the old method, in both economy and efficiency, generally conceded.

By vote of the board of supervisors, my services have been limited to fifty days, at three dollars per day for days of actual service, which is allowing scarcely enough time or remuneration for the work, even in this new county.

As above suggested, we confidently believe, that as soon as this county becomes entirely occupied by white population, our schools will rank among the foremost in the State.

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#### LENAAWEE COUNTY—C. T. BATEMAN, SUP'T.

The number of districts in this county, as reported by the township inspectors, is one hundred and ninety-eight—a decrease of one. The number of graded schools, including two independent union districts, is twelve. Four of these employ two teachers each, the other eight from three to thirty each. The whole number of teachers necessary to run the schools of this county is two hundred and sixty-one. The number of visits made to district schools, and to the different departments of graded schools, is two hundred and fifty. Six new school-houses have been erected since my last report, all of which are good buildings. One of these, in East Blissfield, cost about six thousand dollars; another one, a branch of the Tecumseh union school, from eight to ten thousand dollars.

No Teachers' Institutes have been held, but a Normal class was organized Sept. 16th, 1869, of about thirty teachers, and continued in session sixteen days. The course of study consisted of a regular series of recitations and reviews of the common branches taught in district schools, and familiar lectures on methods of teaching and governing schools. The whole number of certificates granted since last report, is 425; 17 first grade, 175 second grade, and 233 third grade. The fall examinations have now closed; the attendance has been generally quite small. In some of the townships no candidates appeared for examination. About one-half of the teachers of this county are examined at my office.

During the past year the schools have generally done well, and considerable advancement has been noticed. There have, as usual, been some failures, but not as many as heretofore. These failures have, in nearly all cases, been from a want of ability to govern. Our graded schools are all of them in a prosperous condition. A majority of our districts have provided generously for the coming school year, and instead of two long terms, are rapidly adopting the system of having three terms each year.

In regard to books and apparatus, there has been but little change since last report. A variety of text books still hinders the progress of certain schools, but efforts are being made to correct this evil. There is a great want of apparatus, and but few additions have been noted.

In conclusion, I would say that there has been an encouraging progress in educational matters in this county, and the prospect for future advancement is good.

## LIVINGSTON COUNTY—WM. A. SPROUT, SUP'T.

I prepared for publication in the county a somewhat minute report of my official work thus far, and of educational progress within my jurisdiction, which, judging to be too lengthy for your purpose, I give the following synopsis:

I have granted certificates as follows: First grade, seven; second grade, thirty-six; third grade, one hundred and fifty-four; total, one hundred and ninety-seven. I have rejected thirty-eight applicants. In deciding upon the qualifications of candidates, I have adhered quite strictly to the standard adopted by the Association of County Superintendents at their meeting in July of last year.

The examinations of this fall indicate increasing interest and more thorough preparation on the part of the applicants.

During the summer I made seventy visits. The teachers very generally were active, earnest, and meeting with a fair measure of success.

The neat and tidy appearance of the school-rooms, so far as the teachers' care could make them so, was especially worthy of remark—so different from the condition of things a few years ago.

Two District Teachers' Associations have been organized; one of which—the Hartland Teachers' Association, I. D. Crouse, President—has held three meetings, attended with increasing interest. At its next meeting, Jan. 8th, 1870, a County Teachers' Association is to be organized.

I have edited, with some degree of regularity, an educational column in each of our two county papers, which has been read with interest, and, I think, with beneficial results.

The free school law, I believe, gives *general satisfaction*. A few oppose it through ignorance of its provisions and principles, and a few others whose parsimony exceeds their liberality and public spirit.

The general condition of our school-houses and grounds is not to be commended. Want of care, age and decay render many of them better adapted to use as corn-houses than school-houses. It gives me much pleasure, however, to report a growing interest in the erection and proper preservation of convenient, substantial, and even beautiful school buildings. Liberal appropriations were made at the annual meeting for repairs and building purposes, and ere long the old-time structures that have had their day, and served their purpose, will have passed away, and their places be occupied by school-houses worthy of the name.

Of the whole number of district school-houses visited last summer but 20 were in good serviceable condition. Twenty were so badly situated, and so fallen to decay, as to be quite unfit for use; 10 had no privies; 29 were surrounded with sufficient grounds, but only 5 of these had received any improvement in the way of fencing or shade. Seven school-houses were well ventilated; quite a large number were too well ventilated. Four were well supplied with ordinary school apparatus; 13 had outline maps; 6 had a uniformity of books. The Bible was read in 18. All but one employed female teachers, at an average salary of \$2 60 per week and board. The average age of teachers was  $20\frac{2}{3}$  years.

#### PRINCIPAL SCHOOLS.

Within the past two years several fine school buildings have been erected, and schools established. The Howell Union school building was erected in 1868, at a cost of \$30,000. The ground on which it stands has been graded and planted with shade trees, and is valued at \$5,000. The school is furnished with philosophical and chemical apparatus valued at \$700. The regular course of study embraces a period of 16 years; 10 in the primary and intermediate departments; two in the grammar department, and four in the academic. There is a

special course designed to fit students for college or university. Seven teachers are employed, as follows:

Prof. T. C. Garner, as Principal, salary	-----	\$1,500 00
Teacher in Academic department, female, salary	---	400 00
“ “ Grammar “ “ “	---	400 00
1st teacher in Intermediate “ “ “	---	320 00
2d “ “ “ “ “	---	240 00
1st “ “ Primary “ “ “	---	240 00
2d “ “ “ “ “	---	240 00
Total salaries	-----	<u>\$3,340 00</u>

The Brighton union school building was erected in 1867 and 1868, at a cost of \$11,500. It is two stories in height, with basement, and has accommodations for three hundred pupils. Prof. G. J. Holbrook is principal, at a salary of \$1,000. Two assistants are employed, at salaries of \$460 and \$350, respectively.

Hartland Center has a two story frame building, well furnished. Miss Emma Ross is principal, with one assistant.

Pleasant Valley district, in Brighton, erected, in 1868, a fine brick, capable of seating seventy-five pupils, and costing \$1,800.

District No. 7, in Genoa, erected, last summer, a brick school-house, similar in style, seating fifty pupils, and costing \$1,500.

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#### MACOMB COUNTY—DANIEL B. BRIGGS, SUP'T.

It is with much pleasure that I am able to report encouraging progress in the general condition of the schools during the year. In the amount and quality of the instruction imparted, in the punctuality, average attendance and proficiency, in the manners and morals of the pupils, in the diligence,

energy and efficiency of the teachers, and in the interest and co-operation of school officers and parents, there has been commendable improvement—affording satisfactory evidence that the cause of education among us is making hopeful advancement; that more enlightened views and correct conceptions of its nature and objects, of the means and instrumentalities of its promotion, are working salutary changes in the minds of our district communities.

#### SCHOOLS—THEIR CHARACTER AND CONDITION.

Whole number school districts in the county, 112; number of union schools employing three or more teachers, 6; number of graded schools, each employing two teachers, 3; whole number of public schools, 127, requiring the employment of one hundred and thirty-six teachers. No. of church schools, (German Lutheran and Catholic,) 11; number of districts failing to sustain schools during winter, 8; number of districts failing to sustain schools during summer, 6; number of children in the county between 5 and 20 years of age, 9,580; whole number enrolled in public schools during the year, 7,018; whole number enrolled in the church schools, 474.

The standard of our schools and the general efficiency of the school machinery have been vastly increased during the year, and some of the difficulties which have so long embarrassed the schools are being gradually removed. One of the chief of these is the great multiplicity of text-books on the same subjects used in the same school, which utterly prevents that proper classification of the school so necessary to its success. We have a law which reads, "district boards *shall* prescribe a list of books to be used in their schools," &c., yet, generally, it is the very last duty to their schools which they show a willingness to discharge. Certainly, persistent effort is required on the part of Superintendent and teachers to effect any reform in this direction.

It is gratifying to report, that in the great majority of our



schools much attention has been paid to *good manners*, as well as to books. Many of our teachers are impressed with the belief that the same hand which deals out knowledge indiscriminately to all the children of the school, should aim to engraft as universally upon the manners of all these children the amenities and courtesies of life.

Should not all teachers be selected, and schools inspected, with reference to this object, so that a change would come over the manners of the young, which would add a new charm to society? The erection of new and beautiful school-houses, and the introduction of neat and elegant furniture, will greatly facilitate the task of the teacher in regulating the intercourse and personal habits of their pupils. A school-room, comfortable and neat in finish, with a teacher of refined manners in it, cannot fail to elevate the sentiments, taste, and manners of the pupils. It will be no room for the awkwardness, rudeness, and vulgarity in behavior and speech, that have been too generally tolerated, and sometimes encouraged in our district schools. The refining process here commenced will be carried into the social circle. The lessons of politeness and courtesy that may here be learned will be repeated at every fireside and practiced in every relation of life. Training the young to deferential deportment, and to the common civilities, the absence of which can never be noticed but with grief, should be regarded as most appropriate and important work in our public schools. There has been a marked improvement also in the mode of instruction and management of our schools during the past year. Our teachers, generally, have shown an anxiety to inform themselves in regard to the more approved methods of instruction and discipline with a view to their practice.

#### SCHOOL-HOUSES.

In my first annual report allusion was made to our school-houses, representing that these, as regards comfort and con-

venience, very generally fall far short of what they should be. It is pleasing to report that during the past two years twenty-two new buildings have been erected in the county. Nearly all of them are substantial, convenient and tasteful, highly creditable to the districts in which they are located. Of the 113 school buildings, 94 are frame, 14 brick, 2 stone, and 3 log. Twenty-two are destitute of out-buildings. Twelve have ample grounds ornamented with trees and shrubbery.

#### SCHOOL ATTENDANCE.

The system of Term Reports, adopted two years ago, is still adhered to. While visiting the schools, the teachers are supplied with blank reports, to be filled out and forwarded to me at the close of the term; and these furnish a formal statement of the condition of each school in respect to attendance and general interest. They are kept on file, to be handed over with other documents, to my successor in office. Abstracts of the same are published in the *School Journal*. This system was introduced, mainly, in the hope that it might aid in securing regularity and punctuality in attendance. The system, which includes the granting of Cards of Honor to those scholars who are reported as not absent during the term, is accomplishing even more than was anticipated. All this is but a feeble attempt, however, to accomplish what might and ought to be accomplished by suitable legislative action. Is it too early to sound the motto, *Let compulsory attendance follow the free school law?*

#### EXAMINATIONS.

Regular examinations of teachers were held during the months of April and October. The spring series were held at six convenient and central points in the county; each examination continued two days, and much time was given to a free discussion of the methods of teaching and managing schools. The fall series were held in the several townships, in

compliance with law. All the examinations were both oral and written, as heretofore. Managing ability, being considered as important as scholastic attainment, was taken into account in the granting of certificates. The examination of each candidate was accurately marked, and the certificates granted bear upon their face the per cent. of questions answered in each branch of study; also the average mark secured in both the oral and written examination. A complete record of the standing of every applicant for a certificate, as also the manuscripts furnished by the written examination, may be found on file in my office, for inspection. A cordial invitation was extended to all citizens, interested in the prosperity of our schools, to attend these examinations. A few special examinations were held during the year, at my office, to accommodate those who could not make it convenient to attend the regular ones.

Number of applicants for teachers' certificates during the year, 210; number receiving certificates, 190; number having had experience in teaching, 157. Number of first grade certificates granted, 11; second grade, 94; third grade, 85. Number of qualified teachers residing in the county Nov. 1, 1869, 162, of whom 22 held first grade; 92, second grade; 44, third grade certificates, and four Normal school and State certificates. Nineteen certificates, issued by other county superintendents, were endorsed by me during the year.

#### CHANGE OF TEACHERS.

The frequent change of teachers is a great hindrance to the rapid improvement of our schools, operating with almost unvarying constancy from year to year. It is evident that our fellow citizens are not aware to what an extent these changes retard the progress of education in our schools. Every teacher commences his labors in a school with which he is unacquainted under very considerable disadvantages, which would not exist if he were not a stranger. A considerable portion of

a brief school term is often spent before he and his pupils come to a good understanding, and get into working order. But a teacher, between whom and the school there is a mutual acquaintance, has many important advantages. He is familiar with the natural characteristics of his scholars, and this is a cardinal point in successful school teaching; he knows their proficiency, and is prepared to carry the school forward with rapid progress from the day of its commencement. This subject should be more thoroughly considered by our district officers than it ever yet has been, and when employing teachers, should have reference to the question, if they may not be secured for a succession of terms, providing they prove skillful and successful instructors. During the year only nine teachers, being about one-twelfth of the whole number employed in the rural districts, have been retained in the same school both winter and summer.

#### SCHOOL VISITATION.

The visitation of the schools is the most prominent, and perhaps the hardest part of the superintendent's work. Number of different schools visited during the winter, 113; number of different schools visited during the summer, 114; whole number of visitations made during the year, 264. Whole number of days devoted to visitations and other official work, 273. It has been my purpose to make these visits both agreeable and beneficial, by establishing a feeling of confidence and trust between the teacher and myself; suggesting hints when needed, by which the character of the instructions may be improved, and the mode of discipline bettered, so that the schools may be made more profitable by making them places of interest, and even attractive to the pupils. It has been my aim also, when visiting the districts, to secure personal interviews with one or more members of the district board, to urge the necessity of "aids to instruction;" of a uniformity of books, and especially of school visitation on their part, that they

may see with their own eyes the immediate and pressing needs of the school of which they are the chosen guardians.

From my Visitation Book, the following items are gathered. Of the 127 public schools, 58 have a uniformity of books, 54 are properly classified, 52 in which the Bible is read as a daily exercise, 48 in which singing occurs, 38 in which attention is given to map-drawing, 32 are supplied with some suitable "Aids to Instruction," as outline maps, primary charts, &c., 66 supplied with Teachers' Registers by the District Board, 38 furnished with an Unabridged Dictionary by the District, 3 Union Schools favored with philosophical and chemical apparatus and a library, 12 (other than Union) in which the higher branches are taught, and 16 schools in which pupils are not fully supplied with text-books. It must be said, to the shame of some districts, that their teachers were even allowed to furnish, from their scanty means, school books for the needy children.

#### COUNTY SCHOOL JOURNAL.

The School Journal published by me, is now completing its second year, the first number being issued in January, 1868. It is a quarto sheet, and makes its appearance quarterly. It has a free and equal distribution in the school districts. Upwards of 5,000 copies have been issued during the year. The aim of the Journal is to keep the people of our county constantly informed in regard to their own schools, and thereby awaken a more lively interest in them; to consider subjects relating to school instruction and discipline, and bring to the attention of school officers, teachers and parents their respective powers, duties and obligations. No charge has been made upon the county for its publication. It has been supported mostly by advertisements contributed by a few of our liberal minded citizens.

## STATE TEACHERS' INSTITUTE.

The State Teachers' Institute for our county, held at Romeo, in October last, was a very profitable one. It fully met, I am confident, the desires and wants of our teachers. There were in regular attendance upwards of one hundred teachers, notwithstanding the unfavorable weather during the week. At the close of the Institute, a County Teachers' Association was permanently organized. The constitution adopted provides for semi-annual meetings. The Association already numbers 105 members. It is expected that every teacher in the county will become identified with it, as the benefits to be derived from such an organization are fully understood.

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## MARQUETTE COUNTY—CHAS. C. YEMANS, SUP'T.

Marquette county is the "Iron Region" of Lake Superior, and includes Grand Island. The county is now, for the first, to be included in the "Superintendent's Report." We have thirteen school districts. I have read many reports of the developed and undeveloped resources of this region, written by residents and travelers, but have never seen it reported too strong. Chicago, understanding our present and prospective wealth, has pushed a railroad into and along the Mineral Range, while we have a railroad from Marquette the entire length of the Mineral Range, and the capacity of both roads is not equal to the demand for shipment of iron alone.

A county may have but *ten* districts and be very prosperous and rich. By a wise policy our towns are not divided into small districts. Our villages are very compact and better adapted to happy organization than a new rural region. The union school plan prevails. Marquette with 6,000, Negaunee with 2,000, and Ishpeming with 2,000 inhabitants, are undivided, each having a good union school, Marquette having a high school.

The number of teachers in each district is as follows: Marquette, nine; Negaunee, seven; Ishpeming, five, and one each, in Champion, Edwards, Clarksburg, Greenwood, Lake Angeline, Morgan, Collinsville, Cherry Creek, Harvey, Grand Island. Total, thirty-one.

Marquette schools have Prof. Olcot for principal, which insures success. The course of study includes more than preparatory course in the Natural Sciences, and a full preparatory course in Latin and Greek. I think this school will have a class prepared for the University each year after the present.

Negaunee and Ishpeming schools are much younger, but will take rank with Marquette in a few years, no doubt.

Our schools are quite well supplied with modern apparatus. Our primaries use the "Word Method," with "Webb's Dissected Cards," and most rooms have blackboard surface sufficient to admit of the *approved* methods of spelling, *i. e.*, with crayon and pencil.

At this time five school-houses are being built. Two at Marquette—one brown stone, one brick; two at Ishpeming, each with primary, intermediate and grammar departments, and one at Edward's Mine.

I have granted in all thirty-four certificates. Of the first grade, seventeen; of the second grade, nine; of the third grade, eight. Three hold "second grade" who passed all the studies required for "first grade," but they had not taught in Michigan the required time. The number of first grade certificates given may appear too large. I cannot speak too highly of our school boards in selecting teachers; neither time nor money has been spared. Teachers of known ability and experience have been found in Michigan and Wisconsin which makes the superintendent's report favorable, his duties pleasant, and his visits to the several schools delightful.

## MASON COUNTY—HENRY H. HALL, SUP'T.

The results of the past year bear evidence to a marked growth and advancement in matters pertaining to our school interests in this county. Sixteen schools have been in session during the year, all supplied with qualified teachers.

The present year will mark a great change in educational matters in our county, we expect; for the present prospect favors the presumption that the number of schools will double, and school property proportionately increase. Schools are multiplying wonderfully in two or three towns, and we indulge the hope that this will be but common soon throughout the county.

About fifty days have been occupied by the County Superintendent in visitation and examinations. Certificates have been granted to twenty-five persons. First grade, three; second grade, eight; third grade, fourteen. Three have not passed a satisfactory examination, consequently denied certificates, and one certificate has been annulled—reason, inefficiency.

The only graded school in the county, situated in the village of Ludington, is quite prosperous and is doing a good work for education. There is a want, generally felt and acknowledged, and until we secure competent teachers for all our schools the want cannot be met. Every year, however, is making the matter better, and the time is not far distant when we shall possess within ourselves the ability to meet this demand, and thus be relieved of our present dependent position.

We believe the past year to be the prelude of a still more prosperous one, and that in the future will be met the realization of the present glorious promise.



## MIDLAND COUNTY—J. R. JONES, SUP'T.

The period covered in this report is seven months, closing with November 30. The educational interest in this county, generally, manifests an improved condition under the present system, as the efforts being put forth to bring our schools up to the standpoint desired, are having their influence. A better grade of teachers is being employed for the winter term than previous.

The number of districts reported by Inspectors is nineteen, of which five new districts have been organized, including one old and one new district in Gladwin county, which reports to me.

I have renewed certificates, and given new ones to the several teachers, either at regular examinations or privately. The number of certificates issued is 23; number of second grade, 5; number of third grade, 18; deferred, 1.

Most of the schools are in working order. The houses are generally comfortable. A number of houses have been built, and are in process of construction. Many of them are log houses, but are warm, and furnished as well as the average of the houses from which the children come. Children accustomed to log houses are not disturbed by them as those from older places would be. More is depending upon the teacher than the house. The inhabitants are generally providing for the comforts of the children as rapidly as in older places.

One graded school has been organized in Midland City, at the last annual meeting. I have visited nearly all the schools during the summer, some of them two or three times. The number of visits made was 21.

The condition of libraries in the several towns and districts is poor, owing to the fact that no moneys have been paid by the treasurer for a number of years. The matter will be looked after in the future.

## MUSKEGON COUNTY—AUGUSTUS J. LOOMIS, SUP'T.

A few months are too brief a period to admit of very extensive labor, or wide and careful observation, relative to the important duties of the office of county superintendent, to which I was appointed the third of May last. Yet it is hoped that the time, though short, has not been altogether unimproved, and that some good has already been realized; that the field of labor is, to some extent, under better cultivation, giving promise, by renewed and continued effort, of greater good, and wider and more abundant harvests in the future.

## DISTRICTS AND SCHOOLS.

There are 57 school districts in the county, two of which have graded schools. Fifty-seven schools were taught during the past summer. Length of terms during the year, from three to ten months each. Average length of time, 6 9-20 months. Thirteen districts had no summer school.

## SCHOLARS AND ATTENDANCE.

Number of scholars in the county, as per Inspectors' Reports, 3,860—several districts not having reported. Number of scholars in school 2,955; not attending, 905, (this number is considerable larger). Per cent. of scholars in school, 76 5-13. Least per cent. in school in any town, (Dalton) 52 5-13. Greatest per cent. in any town, (Lowell) 91  $\frac{3}{4}$ . It is probable, in Cedar Creek, considerably less than one-half the scholars were in school during the year any time.

## TIME AND PER CENT. OF ATTENDANCE.

Aggregate number of months' school during the year, 380 2-5; average, 207 17-20; per cent. of attendance of 2,955 scholars, 53  $\frac{1}{2}$ , or 40  $\frac{3}{4}$  per cent. of 3,860 pupils. If the scholars not reported were taken into the above estimates, the school

attendance of the whole county were equal to about 35 per cent. of all the scholars during a term of 6 9-20 months, or 100 per cent. of all the scholars for a term of 2½ months.

#### HOUSES, GROUNDS, FURNITURE, &C.

There is much need of improvement in school buildings. The good, however, as well as the very poor, are found in different parts of the county. Several new houses have been erected the past summer and fall. In districts of limited means the material in some cases is logs; the people think they are the best they can afford at the present time. A few houses only are entirely enclosed by fences; some are partially enclosed, and the rest have play-grounds of almost unlimited extent. The grounds of but few have been improved by art, except to have the timber removed, which usually is so thoroughly done that not a tree is left to protect from the winds of winter, or to afford shelter from the summer heats. Some, however, are situated within the most beautiful groves of oak and pine that can be planted by the hand of nature. Suitable out-buildings are sadly deficient in many districts. Moral consideration, as well as decency and comfort, demand attention to this subject. Very few schools in the county are furnished with a supply of pure, cold water for the accommodation of the pupils who attend them. Ventilation has received but little attention. Maps, globes and charts are found in a few of the schools, and occasionally a copy of Webster's Dictionary. Blackboard surface is quite too limited, but is becoming more extensive, and there are some clocks. Some of the rooms are well seated, and most of them comfortably. Much improvement is manifest in the arrangement of seats with aisles around the room, so that blackboards will be accessible when they become more abundant. Some rooms are without teachers' desks, tables, or chairs. But notwithstanding there are many deficiencies, there are everywhere indications of an increasing spirit of progress, and better houses, with more

tasteful surroundings, and better furniture more conveniently arranged, will gradually take the place of that which now exists. We shall by no means be disheartened if we can induce our teachers to come nobly up to their work, for, really, much more depends upon the accomplished teacher, with punctual attendance of pupils, for success, than upon *all* the facilities of modern improvements of houses, furniture, or apparatus combined, however much they are to be desired.

#### VISITING.

Most of the summer schools were visited, and everywhere kindness and good will have been manifested by parents, pupils and teachers, indicating that the relation of County Superintendent to the common schools is one with which the people are satisfied, and ready to co-operate.

#### TEACHERS.

We have some excellent teachers, among the many others who are yet very young, with a limited experience, and, too frequently, a limited knowledge of the branches they are expected to teach. The latter, however, with few exceptions, love their profession, are earnest workers, anxious to teach well, and, in a good degree, appreciate the responsible relation they sustain toward their pupils; and with more experience and diligence, will be able to take their places with others who have already attained the rank of good teachers.

#### CERTIFICATES.

I have given 7 first, 14 second, and 40 third grade—in all, 61 certificates, always urging the importance of attaining to a higher standard of qualification, and assuring teachers of moderate attainments, that their certificates are not likely to be renewed unless some progress has been made, and that educational journals, works on teaching, institutes, associations, &c., with habits of studiousness, are important means of accomplishing the desired object. Five certificates have been

renewed, after a careful re-examination, with very gratifying results.

#### OPENING EXERCISES.

The opening exercises are usual reading of the Scriptures, singing, and sometimes prayer.

#### BOOKS AND LIBRARIES.

A diversity of books prevails. Libraries are of but little account.

#### WAGES.

Total wages of teachers for the year, \$13,637.27. Average wages per month, \$35.87½. Average wages outside graded schools, \$24.02. Males, \$36.00; females, \$22.10. "Boarding around" is the custom in many districts, but the board is not included in the above estimate of wages.

#### GRADED SCHOOLS.

There are two graded schools in the county. The one at Whitehall has three departments, under the supervision of A. C. Ellsworth, Principal. These schools are well conducted, and in a flourishing condition.

The graded school in Muskegon has thirteen departments, employing fourteen teachers. C. L. Whitney, well known as a highly qualified teacher throughout the State, has the supervision of these schools. A high school, a grammar school, two intermediate and two primary schools, occupy the main building. Each of the four wards, except No. 3, have first and second primary departments; the latter will have both at the commencement of the winter term in January next. The main building has a good chemical and a philosophical apparatus, globes and outline maps; the latter is private property. A students' lyceum connected with the school meets every Friday evening; the debates and other exercises are animated and vigorous, and both males and

females participate in them. Mr. Whitney labors earnestly to maintain a high character for these schools.

Compensation of teachers as follows: Principal, \$1,600; assistant, Miss M. McIntyre, who has been employed in the high school a number of years, and a teacher of high standing, \$700; grammar department, \$500, and \$400 to each of the other eleven departments. Total wages, \$7,200.

#### COUNTY INSTITUTE.

A County Teachers' Institute was held one week, commencing the 11th of October. The names of fifty-two teachers were enrolled, and a greater part of them were present at every session of the Institute. Prof. J. Goodison, in addition to two evening lectures, delivered before large and respectable audiences, gave courses of lectures on geography and drawing before the Institute. His labors merit, and we would tender him our gratitude and thanks.

The "word method" of teaching beginners, primary lessons in numbers, school government, oral lessons, &c., received especial attention, conducted by Mr. Whitney, assisted by several of the teachers. A large amount of practical knowledge and instruction was imparted; much of which we trust will be diffused by the teachers in the various schools under their charge throughout the county.

#### TEACHERS' ASSOCIATION.

At the close of the Institute a Teachers' Association was duly organized. This will meet semi-annually, and is designed, by mutual improvement and sympathy, to stimulate more earnest effort, to attain higher qualifications, and to secure greater success in the progress of common education.

#### CONCLUSION.

Such a cause is worthy of our earnest, untiring, and united efforts; and he has reason to be thankful to the Author of all wisdom and knowledge, who is permitted to engage in this noble work. And if the cause of morality and virtu

shall keep pace with, and control our intelligence, then, as a people, we may be truly prosperous and happy.

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#### NEWAYGO COUNTY—C. ALTON, SUP'T.

The schools of this county have improved considerably in the last year. I think we have better qualified teachers for the winter term than we have been before able to secure since my appointment to the office of County Superintendent. Our text books, although not yet what they ought to be, are improving.

I have visited nearly all the schools in the county during the past year, and some of them twice. I have delivered lectures wherever I thought it would be beneficial, upon "the relative duties of school officers, parents, teachers and scholars." And throughout the county I have been received with many marks of kindness, and listened to with respectful attention, and most sincerely do I hope that the words spoken in these evening lectures may be "as seed sown in good ground."

Dayton, Sherman, Ensley, and Big Prairie, have each opened a new school-house, which speaks well for the interest taken in the great subject of education in these townships at least.

We have but one graded school in the county; this is located at Newaygo village, and under the care of N. B. Wallace and a good corps of officers, is doing a good work towards preparing teachers and raising the standard of educational interests in our county. I have held public examinations in all parts of the county; have examined one hundred and nine applicants, granted five 1st grade, fifty 2d grade, and forty-three 3d grade certificates. Future prospects are encouraging here, parents, teachers and school officers are beginning to realize the importance of the work before them.

## OCEANA COUNTY—A. A. DARLING, SUP'T.

There are now fifty school districts in this county. Pentwater and Hart have each a union school; Pentwater three teachers, Hart two teachers. There were thirty-six districts that had summer school. About one-half the districts have good new frame school-houses, the balance are log, and some of them very poor. There is an entire lack of furniture in all the school-rooms.

## BOOKS.

There are but few districts that have a uniformity of books, and in some, almost as many classes as scholars.

## SCHOOL VISITS.

I have visited most of the schools once, and a few twice, and in most every case with much benefit to both teachers and scholars.

## EXAMINATIONS.

Whole number of candidates examined, fifty; of these received certificates as follows: First grade, six; second grade, thirteen; third grade, twenty-five; rejected six. I should not have given as many certificates, but it would leave the schools without teachers.

I have held no Institutes this fall—the roads have been bad, and weather bad; and worst of all, there is a large number of persons teaching that have families, and other business to attend to, and teaching is with them only a good means of making a few dollars, without that interest a teacher should have in the cause of education.

On the whole, there is a coming up in the cause of education; as a general thing parents are quite as much interested as could be expected.

Most of the teachers read the Bible in school, and some open school with prayer. A few will do neither.



Judging from our improvement in the past few months, we hope to succeed in the glorious cause of education, and have the children of Oceana county not behind any in learning, morality and position, and hope to make a good report in the future.

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#### OTTAWA COUNTY—A. W. TAYLOR, SUP'T.

It affords me great pleasure in this my second statement to the Department of Public Instruction, of the condition of the schools in this county, to be able to report them commendably progressive.

##### TEACHERS' INSTITUTES.

Since my report of my labors in connection with the schools of the county, made to the department last autumn, four Teachers' Institutes have been held in as many different points in the county, each far excelling in the number of teachers in attendance and the general interest manifested in the various topics under consideration, the preceding one. At the last one, held at Coopersville, commencing on the 12th day of October last, seventy teachers and upward were in attendance. The influences radiating from these Institutes to nearly every school district in the county has wrought a marked change for the better in respect to discipline, methods of instruction and general efficiency; and so generally has this pleasing and desirable change taken place that very few of the schools indeed, during the past summer have proved failures.

##### SCHOOL VISITATIONS.

I have visited nearly all the schools in the county twice during the past year, and several of them the third time, spending as nearly a half day as possible in a school; at each visitation uniformly taking charge of one or more classes

myself, when I deemed it necessary to illustrate improved methods of teaching to a comparatively inexperienced teacher, closing with timely and useful hints to pupils, as to deportment and school-room duties.

#### SCHOOL BUILDINGS.

A goodly number of first class school buildings have been erected in various portions of our county during the past year, that, in size, architectural taste, convenience, and elegance of finish, speak forcibly of the liberality and progressive spirit of our citizens as pertaining to popular education.

#### SCHOOL LIBRARIES.

In the matter of school district libraries but little if any change worthy of note has been made during the past year.

#### EDUCATIONAL IMPROVEMENTS.

In closing this my brief report, I congratulate the teachers of our county, many of whom are young and have had but little experience in teaching, on the marked success that has, in most instances, crowned their prompt and earnest labors as teachers, in their endeavors to promote the physical, moral and intellectual well-being of their pupils, as well as in their own advancement in a knowledge of the sciences taught, and the better methods of teaching them.

My thanks are due and tendered the various school boards and others, who have so generously and promptly assisted me in my efforts to promote the educational interests of Ottawa county, whereby her schools are assuming a very pleasing and prominent rank, in point of usefulness and efficiency, among those of her sister counties.

## SAGINAW COUNTY—J. S. GOODMAN, SUP'T.

During the year just closed I have endeavored to discharge to the best of my ability, the duties of my office. Already have I learned that to do this as it should be done, in a county geographically as large as this, is no light task, but one that offers an abundance of work for the most earnest and industrious. As I look over the work of the past year, while I am painfully conscious of defects both on my own part and also on that of the school officers in the several districts, still I feel encouraged by the belief that progress has been made, and that, too, in the right direction. The great importance of better schools, and the consequent necessity of abler teachers, is becoming everywhere recognized and discussed. In one respect I notice a marked, and I might almost say, a strange change. When I first entered upon the duties of this office I found teachers wages very low, and totally insufficient to encourage any to fit themselves for the work of teaching. At the same time there seemed to be, even at this meager compensation, a full supply of teachers, or at least of those claiming to be teachers. Gradually, however, this whole state of things has been changing. Wages have advanced to a fair compensation for services rendered, and in some cases even liberal salaries are paid, and yet the supply of teachers is by no means equal to what it was three years ago. It is true there has been a gradual increase in the qualifications demanded of applicants for certificates, and it is further true that some have been rejected as having failed to meet this higher demand; but, after all, the percentage of rejections has been too small to materially affect the matter. Generally, I suppose, an increase in price brings an increased supply, but in this instance this has not been the case, and to-day it is more difficult to find teachers at from six to ten dollars per week than it was

three years ago at from three to six. Especially do these remarks hold good with reference to the supply of young men as teachers in our winter schools.

In several of our districts the plan of having a fall, winter and spring term of school has been adopted, though I am not yet prepared to speak of its effect so far as increasing the average of attendance is concerned.

Quite a number of school buildings have been erected during the year. Among the most noteworthy of which are two in East Saginaw and one in Chesaning. These, though not quite ready for occupancy, will be finished in a few weeks. The building at Chesaning is a fine two story brick, costing about \$10,000, and is to be occupied by a graded school. In the village of St. Charles an effort has also been made to unite the two districts, and thus have a union school, and although not yet successful, still I believe the time is not far distant when it shall succeed. In other districts where school buildings are greatly needed, the steps necessary for their erection have also been taken.

In another respect has the past year been one of progress in this great work of education. I refer now to the length of time school is to be taught during the coming year. Many of the districts, not satisfied with merely meeting the requirements of the law, and thus securing their share of the primary school fund, have gone far beyond the requisite three or five months, and are to have seven, eight, nine, or even ten months' school during the ensuing year. Moreover, they have so arranged the school terms as to retain, if desirable, the same teacher. I think I may safely say that at no previous time has the prospect in this direction been so good as it is to-day. In short, with not a few of the districts in the county, the motto seems to be "*better schools, better teachers, better wages.*" I will not say there are no exceptions, or that in no sections they are content to jog along after the old style, but on the whole we are gaining ground—are moving forward.

During the year I have examined two hundred and four applicants, and have given two certificates of the first grade, seventeen of the second, and one hundred and sixty-six of the third. Nineteen applicants have been rejected—about ten per cent. I am endeavoring to elevate the standard of examinations, and though the progress is slow, it does, nevertheless, move.

Of school or district visits, I have made one hundred and seventy-five, a number which it is my settled purpose largely to increase during the coming year. In addition to this work, I devoted the month of April to a normal class for teachers. This was held in the city of East Saginaw; lasted the entire month, and was attended by forty teachers. In conducting the class I received great aid from Prof. Estabrook, to whom I am under the greatest obligations. Nor may I omit to mention the school board of East Saginaw, who kindly furnished us with every facility in their power for the successful prosecution of this branch of the work. The exercises of the class were pleasant, and, we trust, profitable to those in attendance, and the inquiry is already quite frequently made as to whether we may not have another session next Spring. I have also endeavored to meet with the Saginaw County Teachers' Association whenever practicable, during the lifetime of that organization, and have aided in holding a Teachers' Institute at Midland City. A few school picnics I have also attended, and have spoken to the friends present on subjects connected with our educational interests.

Thus, then, hath the year passed—a year of close and toilsome, and yet of pleasant labor—and thus, I trust, will be the year to come, only richer and more powerful in its influence for good; more fruitful in its results; more enduring in its successes. And thus as the seasons come and go, may each in its flight witness a corresponding improvement until the school system of our noble State shall have reached the top-

most height, and be ever more than at present, our boast and pride.

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#### SHIAWASSEE COUNTY—J. W. MANNING, SUP'T.

The 14th of last April I commenced to discharge the duties of county superintendent of schools. My predecessor having resigned in February, no preparation had been made for the spring series of examinations. Consequently it was late in the season before the schools were all supplied with teachers. This I did not like, because the schools continued through the warm, hot weather of July and August, teachers and pupils thus losing the energy they need to make a school successful.

#### HOUSES.

Many of our old dilapidated school-houses are giving way to good, substantial new ones. Others are being thoroughly repaired inside and out, giving them a cheerful, comfortable appearance, that will exert on those who there receive the rudiments of learning, a beneficial influence, the value of which cannot be estimated in dollars and cents.

#### APPARATUS.

But few of the schools are properly supplied with apparatus. Much more good would be accomplished if a few dollars were expended for a number of articles, such as a dictionary, outline maps, numerical frame, &c.

Not one-fourth of our schools have a dictionary, a less number have outline maps, and a very few have a globe; yet, I am glad to say that the people are becoming alive to this matter, and a goodly number have promised me that in their districts a change for the better shall be effected.

## LIBRARIES.

Not much progress can be reported in this matter. During the coming winter I shall make an earnest effort to awaken an interest and effect a reform.

## EXAMINATIONS.

Whole number of certificates granted, two hundred and thirty-two, graded as follows: Of the first grade, six; of the second grade, six; of the third grade two hundred and twenty.

A number of candidates have been rejected, but owing to the thoroughness of my predecessor a large majority of delinquent teachers have retired from the "work," and are trying other means to gain a sustenance.

I do not wish to convey the idea that all of the teachers who hold third grade certificates are third rate teachers. On the contrary, many of them are first class teachers, but they have not studied the higher branches which are required for the higher grades. A large number of the third grade certificates are marked above 80, and many of them reach 100 per cent. in most of the branches. Quite a large number of teachers in the county are preparing themselves for a higher grade certificate at the next examination.

## NORMAL CLASSES AND INSTITUTES.

Normal classes are held in connection with our union schools, at Corunna and Owosso, at the commencement of the fall and spring terms. These classes have been well attended. I think the teachers of the county have received much benefit from these classes, and if they are properly conducted they will receive much more.

The Superintendent of Public Instruction held a State Institute at Owosso in October. Number of teachers present, one hundred and twenty; nearly all of them are actually engaged in the schools of the county. They all expressed them-

selves well pleased with the instruction received at the Institute.

#### SCHOOL VISITATIONS.

It was not possible for me to visit all the schools in the county this summer; but I did the best I could. I hope to see all of them during the coming winter. I found most of the teachers doing as well as could be expected with the means at their command for teaching. Yet in most cases there is room for improvement. It is, however, but justice to the teachers to say, that the most of them have worked, and are working, faithfully to prepare for the important duties before them.

The average age of teachers in schools visited is twenty years. Average wages per week, two dollars and ninety-seven cents, and board.

Only fifty-six per cent. of the number of pupils enrolled were present at the time the schools were visited. Should not something be done to prevent this irregular attendance? Much might be done if school boards would have school terms arranged so the vacation would come during the sultry months of summer. The per cent. of attendance in schools visited during the months of May and June was much greater than it was in those visited during the months of July and August. In many schools visited during the last two months named, not one-fourth of the number enrolled were present. In this way a greater part of the money expended for our summer schools is thrown away. I recommend three terms in a year—a fall, a winter, and a spring term.

#### CONCLUSION.

At the close of the State Institute we organized a County Teachers' Association. I am hopeful that the teachers will receive some benefit from this. Most certainly they will, if they continue to labor with the zeal and energy with which they have commenced.



In closing this report, I wish to extend my thanks to those of whose generous hospitalities I have partaken; also, to those who have extended courtesies and lent a helping hand to make the work pleasant to me, and profitable to the people.

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#### ST. CLAIR COUNTY—JOHN C. CLARKE, SUP'T.

In many respects there has been improvement in the schools of this county since my report two years ago. This is true in regard to teachers, school-houses, and the special as well as general interest manifested in the success of the schools by parents. And while, in all these respects, we are far behind what we ought to be, yet, as did the great Apostle to the Gentiles, we thank God, and take courage.

There are 144 districts in St. Clair county, including the union schools, of which there are four, viz: At Port Huron, St. Clair, Marine City and Algonac. The union schools at Port Huron and St. Clair are under the supervision and control of the boards of education of those cities. There is also a graded school at Fort Gratiot, and a union school at Memphis, a village partly in this county and partly in Macomb, the school-house being in Macomb. These comprise the higher schools to which the children of this county have access.

Port Huron, St. Clair and Algonac have good school buildings; Marine City has not, but its citizens have long felt their *need* of better, and are preparing to supply it. Fort Gratiot has a neat, commodious school-house, pleasantly located, having primary and secondary departments.

Fourteen new school-houses have been built, or completed, within a period of about two years. In the country districts these have ranged in value from about \$300 or \$400 to \$1,800. The best of these are excellent houses, with the modern improvements and conveniences; the others are supposed to be

quite up to the ability of the several districts to build, and certainly are a great advance on what was possessed before.

The city of Port Huron is doing much for its educational interests, taking the lead, in fact, in the county. A new ward school-house, of brick, 32x62 feet in size, two stories high, has just been completed there, at an expense of about \$8,000, and a new union school-house is in process of erection, to be also of brick, in size, 68x86 feet, four stories high, including basement, to cost \$30,000. The schools of this city, under the able management of Mr. C. S. Fraser, have reached a high degree of proficiency.

Since my last report, several districts have been divided and new districts formed from them. I do not regard favorably, as a general rule, this division of districts into smaller and necessarily weaker ones, involving, as it usually does, shorter schools under less competent teachers; but in these cases it was, perhaps, rendered necessary by the peculiar formation of the divided districts. Other districts, on the contrary, are seeking union, hoping thereby—certainly a rational hope—to secure longer schools, taught by better teachers, under better auspices. This is looked upon as a movement in the right direction, and it is expected that at no distant day, well conducted graded schools will be thus established at different points in the county.

Believing a good teacher to be the most important acquisition for a good school—more desirable than good text books, or than good school-houses—I have constantly endeavored, in my examinations, to raise and keep up the standard of scholarship and fitness for the teacher's vocation. In this I have met with a fair measure of success, though not always to the extent I could wish. I have received in my efforts in this direction, as I should expect to receive, the earnest co-operation of every good teacher, and of all really interested in having their children intelligently and correctly taught. The result has been, a better preparation for the several grades of

certificates, a more correct idea of the nature and importance of a teacher's duties, and consequently greater success in the school-room. A hopeful indication of progress has been the increasing demand for good teachers. It is true, that some districts, from a real or imaginary inability to pay for better, are apparently satisfied with teachers of very limited attainments. But they are fast finding out that what costs the least in the beginning, is often the dearest in the end. On the other hand, by those who have already learned this, I am constantly urged to send them good teachers—I am reminded that with them the pay is not the most important consideration—they want good teachers, and have even been instructed to employ the teacher at my own terms, *only* send a good one. It has been difficult to comply with this call for good teachers, for my supply of this class has not been large, and all of them are in demand. Of the first and second grades, there are not over thirty now teaching in the county. I have fortunately been enabled to draw from the third grade to some extent.

The following summary will show the result of my examinations of teachers for the years 1867–8–9 :

1867, examined 113 ; certificates, 101 ;	1st grade.....	3
	2d grade.....	12
	3d grade.....	86
1868, examined 319 ; certificates, 208 ;	1st grade.....	7
	2d grade.....	13
	3d grade.....	188
1869, examined 272 ; certificates, 192 ;	1st grade.....	7
	2d grade.....	10
	3d grade.....	175

A uniformity of text books has been secured in about one-half of the county, attended, I think, with beneficial results to children, parents and teachers.

A serious hindrance to the success of the schools is a want of proper apparatus, such as blackboards, maps, globes, &c. Almost every school-house has a *black*, or *blackish* board, but

full one-half of the schools are not *properly* furnished in this respect, and very few of them have any other apparatus.

Another serious drawback is the irregularity of attendance. This has been a constant source of grief to some teachers, and has made schools that otherwise would have been fairly successful, almost or quite failures. It is possible that the law making five days a school-week, thus giving parents one day in which to keep their children at home, may remedy this evil. It is to be hoped it will.

The libraries seem to have fallen into general neglect. I think no money was voted for library books the past year, and only in a few instances was that received from fines and penalties expended for that purpose.

The board of supervisors fixed my compensation at \$5 per day, and my time of labor from 200 to 225 days, the same as last year.

In conclusion, I would express my gratitude to that kind Providence which has blessed us with *free schools*, and granted so much success to my feeble efforts for their improvement.

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#### ST. JOSEPH COUNTY—L. B. ANTISDALE, SUP'T.

St. Joseph county consists of sixteen townships, having in the aggregate, one hundred and twenty-seven organized school districts, and requiring when our schools are all in session, one hundred and sixty teachers. In the county are eleven union schools, having respectively from two to ten departments. As statistical reports from the several townships have been forwarded to you, I regard it unnecessary for me to add anything upon that subject in this connection.

On the 3d day of May last, I assumed the duties of the office, and immediately commenced the tour of school visitations. Believing that no essential benefit would accrue to schools from flying calls upon them, I decided to appropriate

a half day to each school of one department, and a longer time to union schools. I have endeavored in all cases to secure the company of school officers or other patrons in my visits, and have been gratified to find so many possessed of sufficient interest to secure their attendance. In my visits, I have endeavored fully to learn the methods adopted by teachers in teaching each branch, and their systems of governing and conducting schools. In order to learn these facts I have, as far as practicable, required teachers to pursue their everyday course with each class, until their systems were fully developed. Did I notice any improvement requisite, I would subsequently suggest it, sometimes illustrating it by using the class before me. In a large majority of cases, my visits have apparently been well received by teachers and pupils, and I can but hope that some little good will result to our schools from this plain, frank method of dealing with them.

I succeeded in visiting nearly all the summer schools; though about twelve closed before I could reach them. I shall endeavor not to have the same schools passed by a second time.

For the purpose of securing an opportunity for fully discussing methods of teaching, and as far as possible to make teachers' fall examinations subservient in establishing uniformity in systems of instruction, I decided to divide the county into eight sections, of two townships each, and to hold an examination of two days for each section. Much general interest was created by this method, and I think many teachers went from this ordeal to their field of labor much more appreciative of the work to be done, and better acquainted with the method of doing it. In my examinations of teachers, I have given great prominence to what I regard the central element in a teacher's attainments—*the ability to impart instruction in an attractive and thorough manner*. I have found it unavoidable many times to refuse applicants. In quite a number of instances, however, after being refused

the first time, the applicant, in the true spirit of the earnest teacher, has made such commendable improvement that, upon a second or even a third trial, he has worthily obtained a license.

These strictures, although they have in some instances chafed somewhat, have nevertheless been taken by earnest teachers as a necessity demanded by our educational interests. The result has been to stimulate expectant applicants to a more earnest work in preparation for the ordeal; and I am strong in the expectation that more thoroughness will mark the attainments of future candidates.

Since my entrance upon the duties of the office, I have granted two licenses of the first grade, 18 of the second grade, and 90 of the third grade.

Subsequent to the general examinations, I called a Teachers' Institute, which convened at Constantine Nov. 8th, and continued five days. The attendance was large, the interest deep, the work practical; and I trust the good accomplished in the cause of education will be generally manifest by those who attended, in their increased zeal, system and thoroughness in their vocation. Prof. Wm. H. Payne, of Adrian, spent one day with us and did valuable service.

Some fine school buildings have been erected in the county during the past year. The villages of Constantine and Burr Oak have each built fine structures, which are monuments to the enterprise and good sense of their citizens, who have assumed such pecuniary burdens in order that suitable advantages shall be secured for the education of their children.

In the townships of Colon, Sherman and Constantine, commodious buildings have been erected; in other townships old buildings have been repaired; while the decree has already passed that during the coming year other old relics of the struggling experiences of the pioneer, shall give place to those modern structures which mark the progress of intelligence and enterprise in a prosperous commonwealth. In dis-

trict No. 3, of Nottawa township, reporting about sixty-five pupils, arrangements have been made for the erection of a school-house, the school-room of which is to be 30x40 feet. It is intended that this room shall supply what in most other rooms is almost a total deficiency, or much curtailed—commodious recitation seats fronting ample blackboards, well adapted to the handling of classes and the school.

The lack of uniformity of text books, in our rural districts, is everywhere an annoyance. District officers hesitate to assume the responsibility of restriction; teachers, having their peculiar tastes and preferences, secure a partial change; children are coming into districts, bringing their various books, and feel unable to make a change; and thus from multifarious causes and excuses this confusion exists, and does its incalculable mischief.

Our schools experience another difficulty in the too frequent cases of disorder which occur. The responsibility of this evil rests upon teachers, pupils and patrons in unequal proportions, depending upon circumstances and localities. There is, however, a growing tendency to insubordination. Teachers seem to feel more and more restriction of power to control their schools. This arises mainly from the pressure of a sickly public sentiment which prevails. It is a stigma upon our civilization, that lads may walk our streets and infest our schools, prating upon their rights to do as they please, and boasting that the teacher has neither the power nor the ability to control them. Such misdemeanors unabated, like a malaria, extend their poisonous influences over the masses, educating generations in insubordination and vice; presaging all the dire consequences incident to uncurbed passions and an unsubdued will. We need a more elevated and enlightened public sentiment upon this subject. It seems to me desirable that legislation should extend and more clearly define the powers of a teacher, and should make more imperative the

duties of school officers, as regards the discipline of our schools.

Marked intellectuality, good communicative talent, and strong executive ability, are comparatively seldom found combined in the same individual. But, from the fact of this distribution of talent, the instructions of a good teacher should not be neutralized by, nor the school itself succumb to a coarse, unsubdued element, which the law in all other cases would regard as a disturber of the peace.

I am hoping that the day will dawn when parents generally shall consider and determine that the education of their children is largely a *home work*; that it is at *home* where the mind is prepared for the reception of knowledge; at *home* where those restraining influences are produced which make school discipline easy. When this day shall come, and all parents shall work *with* teachers, *both* aiming for a thorough system of instruction and discipline, then will be experienced the full merits of the unsurpassed school privileges which a wise Legislature of a liberal and intelligence-loving State has secured to its youth.

In closing this brief report, allow me to attest the hospitality of my constituents. The generous treatment, the words of cheer received at their hands, stamp my mind with impressions of gratitude, and greatly lighten the burdens of a difficult, arduous, and highly responsible calling.

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#### TUSCOLA COUNTY—S. N. HILL, SUP'T.

My report includes the work of the past year. To one who loves the cause of education, it is interesting to associate with the entire educational work of the county. The Superintendent is one in heart and effort, with school boards, parents, teachers and scholars. Amongst all these he finds a welcome and a cooperation, except occasionally, an individual, who for



want of acquaintance with the principles and improved methods of present progress in science, art, and enterprise, verily believes that each district can manage its own schools well enough, and much cheaper than to employ any higher officers for the purpose. But we find the large majority of the citizens of this county deeply interested in the improved systems of education. The people see clearly that the present class of children must be educated in order to meet the demands of business and intelligence in their day. Parents are awake to this. They ask for the best teachers, they are willing to build good school-houses, and to pay fair salaries to qualified teachers.

The schools of this county are keeping pace with other improvements here. The large part of the schools have done well, and have been well attended. Teachers are earnestly striving for better and higher qualifications. We find most of those intending to teach again, either reviewing their studies at home, or attending the higher schools of the county. The High Schools at Vassar and Caro are doing finely, and number in each a large class of students advancing into the higher branches. Special credit is due to each of the Professors of the High Schools for their attention to the thoroughness of reviews in the common branches. Progress is being made in school facilities in Tuscola and Watrousville. Each are enlarging their school-houses, and will soon be operating upon the graded system.

It has been the practice of the Superintendent, in his visits to the schools, to give model examples of training classes and of working them up to thoroughness in every exercise, and we believe this method has met the approbation, generally if not wholly, of both teachers and scholars. I have endeavored to meet the full demands of this office, in the spirit, even more than in the letter of duties, and believe the returns of my labors to the families, children, and teachers, to be four-fold the expense to them. Yet the Board of Supervisors, by a small majority,—with but little, if any censure, either upon

the Superintendent or the office, yet perhaps imagining the danger of too good living, with perhaps a spicing of political interest, have reduced my salary to four dollars per day. Hence I have \$125 less, and the majority of tax-payers save 10 cents each.

The County Teachers' Institute, recently held at Vassar, clearly indicated a deep and improved interest among the teachers in the cause of education. The class consisted of sixty-one members, the largest ever held in the county. Preparations have also been made for the organization of a County Teachers' Association, which will doubtless add much to the efficiency of teachers.

The population of this county at present is about 14,000. The number of children returned by the census of the past year is 4,550. The whole number of districts is 92; five having been added the past year. The number of children having attended school some portion of the time is 3,570. The amount paid for teachers' wages is about \$14,000. I have made 145 visits in the schools, having visited all that have been in operation for three months, except three or four, and these I have attempted to visit, but found them not in session on that day.

There are bad roads, dangerous crossways, cold storms, &c., to meet, but these must be met like the difficulties of every branch of business. Now we hope to find the schools again in operation, and every teacher doing thorough work.

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#### VAN BUREN COUNTY—EDWARD CLEVELAND, SUP'T.

As this is the close of my first year in the office of County Superintendent of Common Schools, it becomes my duty to make a report, which I now have the honor to submit.

Our county comprises one hundred and thirty-eight school districts. Six of the schools are graded, having twenty-six

departments. Those in Lawton and Lawrence have been established during the last year. Those at South Haven, Paw Paw and Decatur have been increased and improved. The house at Mattawan has been completed and the school more perfectly organized. At Keeler Center a union school of two departments has been formed, and a new house built. Three others of the same kind exist at Bangor, Breedsville, and Hartford. Thus we have, of union school departments and ungraded schools, one hundred and sixty-two, requiring one hundred and sixty-five teachers.

Seventeen new school-houses have been built in the county during the year, and others finished or repaired. Among them, the union houses at Lawton, Lawrence, Paw Paw, and Keeler, are the principal. The others are built according to good models, and are very convenient and pleasant. The worth of these will be found in the inspectors' reports, except that of Paw Paw, which is yet unfinished. It will cost, perhaps, \$40,000.

During the month of April I held examinations in nine different places, two days each. The first day I spent in questioning and drilling teachers upon the various branches of study they were to teach. The second day was employed in writing and examining answers to questions, required for a certificate. About two-thirds of the teachers of the county received certificates on these occasions. The rest I was obliged to examine variously as they presented themselves. Our graded schools are supplied with very intelligent instructors, and the rest are well qualified and many excel.

The whole number of scholars in our schools, over five years of age and under twenty, is 9,552. There have been in attendance some part of the year, 7,896. The average duration of the schools has been six and a half months.

I have visited most of the schools twice during the year, making in all, two hundred and thirty-five visits. In these I have endeavored to answer the requirements of the law,

inciting and aiding both teachers and pupils to act well their parts. I have also given lectures, in many instances, in the districts at evening, and in the schools during their sessions. School picnics, inquiries by school boards, letters to the number of three hundred, the inspectors' reports, newspaper articles, Superintendents' meetings, and the County Institute, have received their due attention.

Thus you will see that the county has been liberal in their expenditures for schools, and much exertion has been made in their behalf. The result is much improvement and brighter prospects for the future. Under a kind Providence, health and successful exertion has been the general experience of the schools of the county.

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#### WASHTENAW COUNTY—Geo. S. WHEELER, SUP'T.

I soon found after entering upon the duties of my official position, on the 1st of May, 1869, a broad field for earnest and active labor in a county containing 12,593 children between the ages of 5 and 20 years, organized into 164 school districts, and requiring an educational force of 237 teachers. So vast and complicated was the work to be performed that my heart and zeal had well nigh failed, had it not been that my predecessor in office, the Hon. John D. Pierce, had so systematized the different departments of the educational interests of the county, by two years of earnest and persistent effort, that harmony seemed everywhere to prevail.

#### VISITATIONS.

During the summer months I visited 80 different schools, spending a half day at each, and giving such instruction and counsel to both teacher and pupil as circumstances seemed to require. With few exceptions, the schools appeared to be under good discipline, and the teachers faithful and earnest in

their work. But too many of them were left to discharge their duties as best they could, without proper encouragement from district officers or parents. While the whole number of visits in the county, made by district officers, is 334, being an average of two to each district, 46 districts, or 28 per cent. of the whole number, received no visits. It is a noticeable fact, that while those schools which received no visits were comparatively dull and lifeless, those receiving a large number of visits gave evidence of increasing prosperity. It is only when officers and parents enlist heart and hand in the cause of education, that the teacher's efforts are crowned with perfect success. Both teacher and pupil can have no better proof of earnestness, and can receive no greater encouragement, than that found in frequent visits to the school-room. This places the teacher in his true position, and he discharges his duty, gratified by the assurance that a proper relation exists between himself, parent and pupil, without which his efforts will be attended with only partial success.

#### EXAMINATION OF TEACHERS.

In addition to the examinations held by my predecessor during last April in Ypsilanti, Ann Arbor, Dexter, Chelsea, Manchester and Saline, and a Normal training class of two weeks' session held at the village of Manchester, which was eminently successful, I have held 24 regular examinations, giving four days at Ann Arbor, and one day to each township, besides holding many special examinations at my office.

I have granted 181 certificates, as follows: 1st grade, 6; 2d grade, 62; 3d grade, 113; and have transferred from adjoining counties two certificates of the first grade, five of the second, and four of the third grade. In my examinations I have endeavored to keep the standard of scholarship fully up to that prescribed by the county superintendents in convention last July, and I am happy to say that 92 per cent. of all applicants have sustained a creditable examination. A laud-

able spirit of emulation seems to exist among our best teachers, which will warrant the steady increase of standing in succeeding examinations. Too few teachers, however, read our educational journals or devote sufficient time and attention to special preparations for their work.

#### NUMBER OF TEACHERS, TIME TAUGHT, AND AMOUNT PAID.

The number of teachers in the county who hold 1st grade certificates is 19; number holding 2d grade, 93; number holding 3d grade, 95. Total of all grades, 207. Number of male teachers, 88; number of female teachers, 117. The number of months taught by males,  $403\frac{1}{2}$ ; number of months taught by females,  $1,348\frac{1}{2}$ . Total number of months taught, 1,752. The average number of months taught in each school throughout the county, six and one-fifth. The total amount of wages paid to teachers is \$53,884; amount paid to male teachers, \$22,040; amount paid to female teachers, \$31,844. The average wages per month paid males, including teachers of graded schools, \$54 63; not including teachers of graded schools, \$34. The average wages per month paid females, including teachers of graded schools, \$23 60; not including teachers of graded schools, \$18 50. The average cost in tuition of each pupil attending school six and one-fifth months, was \$5 27.

#### DISTRICT AND TOWNSHIP LIBRARIES.

We have in the county nine township libraries, containing 2,641 volumes; also 33 district libraries, containing 2,174 volumes; making a total of 4,815 volumes. Experience has proved that the act providing for the division of the township libraries among the several school districts thereof, without making provision to replenish and support them, was a very unwise one. In the townships where such a division has been made, but few district libraries are in existence. The few books that were apportioned to each, have been destroyed or lost. Of the \$450.35 of fine money distributed last year to the

several school districts of the county, not \$50 of it has been put to its legitimate use. The amount received by each district is so small that it would scarcely supply each library with one good book. Before we can sustain good district libraries, some better way must be provided to replenish them.

#### TEXT-BOOKS.

At the close of last school-year, not a dozen school districts in the county had prescribed a uniformity of text-books. In this condition we of course have every conceivable variety, and great confusion arises therefrom in many of the schools, nearly or quite destroying their usefulness.

There is not a week but that I receive a note from some earnest teacher, asking if something cannot be done to remedy this evil. I have urged the necessity of a uniformity of books before every school board in the county. Still, however much they may become interested in every other department of the school, in this it seems almost impossible to get any action. But much more interest is now being manifested than heretofore, and I am in hopes during the coming year to secure this desirable result.

#### UNION AND GRADED SCHOOLS.

We have in the county the graded schools of Ann Arbor city, numbering in attendance 1,869 pupils, occupying six large brick buildings, valued at \$108,000 and employing a corps of five male and thirty female teachers. Also the union and graded schools of Ypsilanti city, numbering in attendance 1,250 pupils, occupying three large brick buildings, at the cost of \$84,000, and employing a corps of twenty-one teachers—six male and fifteen females. The union school of the village of Manchester, numbering in attendance 425 pupils, occupying a building valued at \$21,000, and employing a corps of eight teachers—one male and seven female. The union school of the village of Saline, numbering 221 pupils in the district, occupying a building at a cost of \$25,000, and employing a

corps of four teachers—one male and three female. The union school of the village of Dexter, numbering in attendance 284 pupils, occupying a building at a cost of \$10,000, and employing a corps of six teachers—one male and five female. Also the union school of the village of Chelsea, numbering in attendance 285 pupils, occupying a building valued at \$4,000, and employing one male and four female teachers. These schools are all in a flourishing condition, and with the State Normal School, are the nurseries that furnish the county with earnest and efficient teachers. Could not their sphere of usefulness be greatly enhanced by establishing each spring and fall, Normal classes for special training of teachers?

#### SCHOOL-HOUSES.

The whole number in the county is 180; number of stone, 9; of brick, 46; of frame, 118; of log, 7. The total valuation of the same is \$313,085, an average valuation of \$1,739 each; not including the union and graded school buildings of the county, the average valuation of each is only \$376. While we have reason to feel much pride in the beauty and convenience of our union school buildings, there are in the rural districts quite a number of buildings belonging to the common schools that have seen service for forty years or more, and are now utterly unworthy the name of house.

But these are slowly giving way to fine and commodious structures, which reflect much credit on the citizens of their respective localities. In the construction of new houses, too little attention is given to the important subject of ventilation.

#### IRREGULARITY OF ATTENDANCE

is one of the most difficult evils to correct with which the teacher has to contend. While our schools are free, and designed to reach all, statistics show that only 9,873 children, or 78½ per cent. of the whole number in the county, have attended school during the year.



Only 47 per cent. of the number enrolled in the schools of the county were in attendance during the months of July and August. Parents are too apt to think that if they retain a child from school, the child is the only sufferer; but a whole class is often embarrassed in its progress by a pupil made dull by irregular and tardy attendance.

#### A CIRCULAR

was sent to each director, to be read at the annual school meeting, containing suggestions in relation to the employment of teachers, uniformity of books, aids to instruction, school visitations, and such other subjects as the school interest seemed to demand.

#### IN CONCLUSION,

permit me to testify to the kind and courteous treatment that I have received in every part of the county, and to state that the opposition to the system of county superintendency seems to be slowly and surely giving way. Its enemies are desirous that the system should have a fair trial. Under it our public schools show conclusive evidence of progress. It tends to elevate them to positions of greater efficiency and influence, creating a lively interest in the minds of both teacher and parent. Yet, there is a vast deal of labor to be performed. In every department there are abuses and excesses to be corrected, which will require years of earnest and patient effort.

However slow our progress, may we not be discouraged or disheartened, but guided by the conservative and invigorative principles of religion and morality, faithfully discharging the duties and obligations of life, may we ever remember that "Education is a debt due from present to future generations."

## WAYNE COUNTY—L. R. BROWN, SUP'T.

In presenting my report for 1869, I am happy to be able truthfully to say, that "progress" is the watchword, and "constant advancement," the motto of our school interests as a whole.

Much has been done during the past year to encourage the common school interest in the county of Wayne. I have found less teachers applying for certificates who could not bear a creditable examination; have granted more first and second grade certificates than at any previous examinations, and find more zeal and earnestness on the part of teachers. The friends of common schools have done more to encourage both pupils and teachers; liberal appropriations have been made for defraying the expense of the school; with longer school terms; patrons and district officers have made more visits to the school-room; in a word, there is a general waking up to the importance of caring for the nurseries of our future citizens.

During the past year an estimated expenditure and appropriation of \$95,000 has been made for school buildings and grounds. Add to this about \$5,000 for repairs, fixtures, apparatus, &c., distributed throughout the county, and we have the sum total of about \$100,000; more, we venture to say, than has been expended during the last ten years. The thriving city of Wyandotte completed their Union school building in September last, at a total cost of \$30,000. It is the pride of the city, and a lasting monument of their munificence. Built in the most approved style, and superior workmanship, complete in finish, with large, airy school-rooms, high ceilings, roomy halls, it ranks among the best. The seating is of the most durable hinge seat and desk manufactured by C. G. Harrington, of Northville, Michigan, reflecting credit on that gentleman's workmanship and skill in the manufacture

of *school comforts*. The school was opened in September last under the supervision of Prof. Thomas, assisted by an able corps of teachers—*they are making their mark*. At the flourishing village of Wayne, the district organized under the Union School Laws in September last, and made an appropriation of \$25,000 for the erection of a large and commodious building next season. A goodly number of district buildings have been erected during the past year, mostly of brick, of good dimensions, with neat and commodious arrangements inside, having always an eye to a good exterior. Efforts are being made to supply a large number of districts with maps, globes, Webb's word method, numerical frames, arithmetical forms, &c., &c., for the use of the school-room—*tools to work with*.

A county Teachers' Association was organized at the village of Wayne in August last, from which we anticipate happy results. It was well attended, and a general interest manifested by teachers and friends. After associating together three days in a pleasant interchange of thought, views and plans, we disbanded, feeling "it was good to be there."

Especially to the good people of Wayne do we owe a special debt of gratitude for their kindness during our *gratuitous* stay among them, no pains was spared to make it pleasant on their part. Long will their kindness be remembered by us all. The same is true of Wyandotte, also, where we reassembled in November.

Much has been done by district boards, pointing to a uniformity of text-books, and we hope ere long to see not only a uniformity of books, but *all* the necessary appliances to *teach* with inside of the school-room.

While we are gratified to know that so *much* is being done in many localities, that the people are wide awake to the best interests of their children, we regret to find, alas! too many taking more interest in the growing of crops and stock, and how they can best invest money to pay the largest per cent.,

than in the great and vital interests so clearly connected with their families, viz: an education. And while this is true of the patron, we have some teachers who for want of proper opportunities, have no well defined method or plans of operation, and who fail in knowing *how to teach* properly; many of them having never had opportunities to prepare properly for the work of teaching. This teaches us the necessity of more preparatory training before entering upon the duties of teaching; *let us have more schools to instruct teachers in the art of teaching.*

Amid all these embarrassments we have this to *cheer us*—teachers are willing, yea anxious to be taught, and manifest a gratifying desire for improvement.

The union schools in this county, without an exception, are ably conducted by teachers of ability, and trustees wide awake to the common cause of God and humanity.

On the whole, in looking over the county, it gives me pleasure to say, without fear of successful contradiction, that our teachers are honoring their profession, and are determined to exalt their calling; a large number give evidence of a determination to excel. Among the people more exalted views of the teacher's mission—more common sense ideas of the theory of education are being entertained.

To encourage and foster this spirit of improvement, I have published a little sheet known as the Common School Assistant during the past year, and circulated 2,000 copies monthly within the county, 1,500 of them have been a gratuitous distribution among district boards. It has been a ready means of communication between County Superintendent, teachers, and patrons, and I trust has done its share in accomplishing what has been done. I have been kindly received throughout the county, and owe to the friends of education, school boards, and teachers a lasting debt of gratitude. Hoping these kind feelings and friendly relations may never be less, that the cause of education may be first and foremost in the hearts of the

good people of "Old Wayne," that, together as co-laborers we may be successful instrumentalities in the great work of preparing the coming generations for useful and happy lives, and a blessed immortality through the never ending cycles of eternity, I subscribe myself your humble and obedient servant.

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#### CLINTON COUNTY—E. MUDGE, SUP'T.

With a humble acknowledgment of Divine favor, I herewith transmit my third annual report of schools in Clinton county. Another year of official labor and responsibility deepens the conviction that the interests of education are the most important, of families and of the State. Seven thousand five hundred and eighty-eight children within my official jurisdiction, are to be prepared by intellectual and moral culture, to meet the responsibilities of life, promote the interests of the community, and secure to coming generations the blessings of free institutions and an improved civilization. "Of all the men we meet," says Locke, "nine out of ten are what they are, good or evil, useful or not, by their education." This great work of educating 7,588 human beings is committed to the custody and instruction of 144 teachers. We believe a juster estimate is beginning to be placed upon the value of our common schools; and yet, too many citizens of this county are satisfied with lauding education, without actively and zealously laboring for its promotion. The sentiment is too common, that anybody may become a teacher, and that responsibility is at an end when a teacher of legal qualifications is employed and placed in the school-room. The most moderate ability is thought competent to the task of the instructor.

Another crying evil is, that the schools are seldom or never visited. Term after term passes, and a large majority of parents never enter the school-room; and were it not that the

teacher "boards around," they would never meet the person to whom they commit the most important responsibilities. A reform in this particular is imperatively demanded.

Another cause of inefficiency is the constant change of teachers. School officers and parents need to be convinced of the importance of securing to the schools a competent body of instructors, who shall make the business of teaching a life-long work. A majority of our teachers are young persons, just grown up, who enter upon the business of teaching, not from love of the profession, but merely for some temporary purpose. A want of matured judgment results in laxity of discipline, and not unfrequently, in the breaking up of the school. The limits of this report will not permit a recapitulation of all the defects that hinder the progress of education in this county. Indications of progress are numerous, and earnest friends of education are encouraged "to labor and to wait."

Public sentiment is more healthy; teachers are more earnest and enthusiastic; and these facts, in connection with the liberal provisions of the last State Legislature, must result in needed reform. We submit a few thoughts under the following specific heads:

#### OFFICIAL LABOR.

During the school year ending Sept. 6th, 1869, 209 certificates were granted; eight of the first grade, 70 of the second, and 131 of the third. For the purpose of making examinations, the 16 townships of the county were twice visited. The examinations evinced improvement in intellectual qualifications, and encourage the hope that ere long we shall be provided with a better supply of competent teachers.

There are in the county 132 school districts, requiring the services of 144 teachers. During the winter 128 schools were in operation, with a total enrollment of 5,144 pupils; of whom 3,438 were met in our winter tour of visitation. This indicates the total enrollment to be 69 per cent. of the whole num-

ber on census list, and that only 68 per cent. of the scholars enrolled were regularly in the schools.

During the summer 121 districts were provided with schools, with a total enrollment of 4,678 pupils; of whom 2,772 were met by the Superintendent, including the estimated average of those schools not visited during the summer. This shows the enrollment to be 61 per cent. of the whole number on census list, and that the average attendance was only 58 per cent. of the enrollment. Of the 128 winter schools, 121 were visited, and 100 of the 121 summer schools. Many districts adopted the plan of commencing their summer terms early in order to close before the hot months; and for this reason many schools closed before reached by the Superintendent. Our uniform practice has been to visit two schools each day. Besides the duties above enumerated, time has been spent in drafting plans for school-houses, delivering educational lectures, attending institutes and educational meetings, and preparing matter for the public press. Whole number of miles traveled officially, about 2,500.

#### GRADING OF SCHOOLS.

While many schools have been found eminently efficient, others were wanting in zeal, resulting from incompetent instruction; but the greatest evil has resulted from the too common practice of employing young and inexperienced teachers in large and advanced schools. Many young teachers, after securing a license and conducting, perhaps with success, a light summer school, deem themselves competent to any responsibility, seek engagement in leading schools, receiving the wages of experienced and efficient teachers. Failure is the natural result. To remedy this wrong to schools and teachers alike, we entertain the project of grading all the schools of the county, classifying them according to advancement and difficulty of management. This done, we propose grading the teachers according to intellectual and managing ability to correspond, and license them with the positive

understanding that they are not to teach in schools of higher grades than themselves. To perfect this system we have in view the calling of a convention of school officers and teachers to determine a grading of prices. This plan to us seems practicable, and, once inaugurated, must remedy many prevailing evils.

#### SCHOOL-HOUSES.

The number of poor houses is steadily diminishing, and large and convenient structures are occupying their places. Several excellent houses have been completed during the year, and several others are in process of erection. The new house in the village of Maple Rapids is a model of excellence, and is provided with well arranged means of ventilation. Ventilating stoves, manufactured by Wood, Bishop & Co., Bangor, Me., are provided, and give perfect satisfaction. The building at Wacousta village is nearly completed, and is a credit to the place. The village of DeWitt is to do honor to herself by erecting during the coming summer, a brick structure at an entire cost of about \$8,000. The specifications require a system of ventilation by means of the Rutan furnace stoves. Ovid is also to enjoy the luxury of a commodious house, at a cost of about \$12,000. Many country houses lately erected, are provided with ventilating apparatus. The sites selected for new houses are great improvements on the old, both in location and size. More interest is beginning to be manifested in the inclosure and shading of school grounds.

#### TEACHERS' INSTITUTES.

The State Teachers' Institute held in the village of Ovid during the week commencing March 22d was highly satisfactory. One hundred and forty-four teachers were regularly in attendance, and most of them manifested a commendable zeal in improving themselves in the great art of teaching.

A normal class was organized in the village of Maple Rapids, on Monday, Sept. 20th, and continued six weeks; 65 students were enrolled and the result was highly satisfactory. Such



classes are important instrumentalities for improving the qualifications and increasing the zeal of those to whom are committed the interests of our schools, and their value can hardly be overrated.

#### TEACHERS' ASSOCIATION.

The Clinton County Teachers' Association, the organization of which was mentioned in my last annual report, is in a highly prosperous condition. Already it has a membership of nearly 150, and the meetings have been largely attended by teachers, school officers, and numerous friends of education. The subjects discussed have been practical, and well calculated to promote a healthy educational interest.

Clinton county is becoming a county of railroads, and we trust the commendable zeal now manifested in the cause of education may ere long place her in the front rank in mental and moral improvement. While something has been done, much remains to do before the millennium of common schools arrives.

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#### COUNTY SCHOOL SUPERINTENDENTS, 1869-'70.

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COUNTIES.	NAMES.	POST-OFFICE.
Allegan.....	Patroclus A. Latta.....	Otsego.
Barry.....	John H. Palmer.....	Nashville.
Bay.....	Archibald L. Cumming.....	Portsmouth.
Benzie.....	Alpheus E. Walker.....	Platt.
Berrien.....	Henry A. Ford.....	Niles.
Branch.....	A. A. Luce.....	Gilead.
Calhoun.....	Bela Fancher.....	Marshall.
Cass.....	Irving Clendenen.....	Dowagiac.
Charlevoix.....	J. S. Dixon.....	Charlevoix.

COUNTIES.	NAMES.	POST-OFFICE.
Clinton.....	Rev. E. Mudge.....	Maple Rapids.
Eaton.....	Calvin G. Townsend.....	Vermontville.
Genesee.....	Samuel E. Perry.....	Flint.
Grand Traverse.....	Joseph B. Haviland.....	Whitewater.
Gratiot.....	Giles T. Brown.....	Ithaca.
Hillsdale.....	Stephen N. Betts.....	Hillsdale.
Houghton.....	William P. Sidman.....	Houghton.
Huron.....	Chauncey Chapman.....	Port Austin.
Ingham.....	George W. Brown.....	Williamston.
Ionia.....	E. V. W. Brokaw.....	Ionia.
Isabella.....	T. E. Harrison.....	Salt River.
Jackson.....	W. Irving Bennett.....	Jackson.
Kalamazoo.....	William T. Smith.....	Schoolcraft.
Kent.....	Henry B. Fallass.....	Fallassburg.
Keweenaw.....	G. R. Dwelley.....	Copper Falls.
Lapeer.....	James H. Vincent.....	Lapeer.
Leelanaw.....	Stephen J. Hutchinson.....	Northport.
Lenawee.....	Chistopher T. Bateman.....	Adrian.
Livingston.....	William A. Sprout.....	Pinckney.
Macomb.....	Daniel B. Briggs.....	Romeo.
Manistee.....	Charles Hurd.....	Manistee.
Marquette.....	Charles C. Yemans.....	Negaunee.
Mason.....	Henry H. Hall.....	Colfax.
Mecosta.....	Michael Brown.....	Big Rapids.
Midland.....	John R. Jones.....	Midland.
Monroe.....	Elem Willard.....	Monroe.
Montcalm.....	James F. Covel.....	Stanton.
Muskegon.....	A. J. Loomis.....	Muskegon.
Newaygo.....	Rev. Cyrus Alton.....	Newaygo.
Oakland.....	P. M. Parker.....	Pontiac.
Oceana.....	Charles A. Darling.....	Hart.
Osceola.....	S. F. Dwight.....	Hersey.
Ottawa.....	Augustus W. Taylor.....	Nunica.
Saginaw.....	Rev. J. S. Goodman.....	East Saginaw.
Sanilac.....	Charles S. Nims.....	Lexington.
Shiawassee.....	Joseph W. Manning.....	Pittsburg.
St. Clair.....	John C. Clarke.....	St. Clair.
St. Joseph.....	Luther B. Antisdale.....	Centreville.
Tuscola.....	Samuel N. Hill.....	Vassar.
Van Buren.....	Rev. Edward Cleveland.....	Lawrence.
Washtenaw.....	George S. Wheeler.....	Ann Arbor.
Wayne.....	Lester R. Brown.....	Rawsonville.

## EDUCATIONAL FUNDS.

The following is an exhibit of the Educational Funds on the 30th of November, 1869 :

Primary School Fund, 7 per cent.....	\$2,380,203	24
“ “ “ 5 per cent. ....	210,011	07
Total .....	<u>\$2,590,214</u>	<u>31</u>
University Fund, 7 per cent.....	561,031	11
Normal School Fund, 6 per cent.....	66,856	69
Agricultural College Fund .....	45,300	00
Total .....	<u>\$3,283,402</u>	<u>11</u>
Increase of Primary School Fund.....	\$139,877	53
“ of University Fund.....	1,053	12
“ of Normal School Fund.....	160	00
“ of Agricultural College Fund.....	43,000	00
Total increase in 1869 .....	<u>\$184,090</u>	<u>65</u>

The increase to the Primary School Fund was \$9,348 85 less than in the previous year; the increase to the University Fund was \$91 88 less; and to the Normal School Fund \$100 more. The means for further augmentation of the University and Normal School Funds are about exhausted; and unless new means from permanent funds are provided, their endowments have about reached their limits.

Of the Primary School lands, however, nearly half a million acres are yet unsold, and must in time, add at least one and a half million dollars to the present amount. If the price of these lands could be graded—as it is believed they might be—so they could be sold somewhat according to their value, instead of the valuable and the worthless being alike held at four dollars per acre, the aggregate might be increased some

hundreds of thousands of dollars. Under a graded system no small amount of land that is not worth four dollars per acre, and can never be sold at all for that sum, might be sold for something; and thousands of acres now liable to be taken at four dollars, would command twice, thrice, and four times that amount. We know a piece of eighty acres that was taken at that price, and within two years the holder refused forty dollars per acre for it. Why should not the State have some of the benefit of such value?

The Agricultural College lands are held at three, and for valuable timber land, five dollars an acre. They are not selling rapidly, as yet; the Fund now amounting to \$45,300; most of which was for sales during the past year; but the State has increased in population, from fifty to seventy thousand per annum since the close of the rebellion, and they—as well as the Primary School lands—must be in demand ere long.

The following statement will show more in detail, the state of the several funds:

## PRIMARY SCHOOL FUND.

Realized during the year from Primary School

lands .....	\$115,466 46
For P. S. lands previously sold.....	2,264,736 78
Total, Nov. 30, 1869.....	<u>\$2,380,203 24</u>

Of this the State holds.....	\$1,608,190 26
In the hands of purchasers.....	772,012 98

Total Fund drawing 7 $\frac{3}{4}$ cent.....	\$2,380,203 24
Swamp Land Fund drawing 5 $\frac{3}{4}$ cent.....	210,011 07

Total Primary School Fund.....	\$2,590,214 31
Increase during the year.....	139,877 53
Interest on the entire fund.....	177,114 78

Amount apportioned in May 1869.....	\$165,785 69
“ “ “ 1868.....	151,630 50
“ “ “ 1859, 10 years ago..	105,706 07
Increase of <i>annual</i> distribution in 10 years....	60,079 62

## UNIVERSITY FUND.

Principal, due from purchasers.....	\$147,505 98
In the hands of the State.....	413,525 13
Total.....	<hr/> \$561,031 11
Increase during the year.....	1,053 12
Interest at 7 $\frac{3}{4}$ cent.....	39,272 18

## NORMAL SCHOOL FUND.

Principal, due from purchasers.....	\$20,819 51
In the hands of the State.....	46,037 18
Total.....	<hr/> \$66,856 69
Increase during the year.....	160 00
Interest at 6 $\frac{3}{4}$ cent.....	4,011 40

## AGRICULTURAL COLLEGE FUND.

To be invested in bonds.....	\$45,300 00
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The appropriations by the Legislature for 1869 and 1870 for the several educational institutions were as follows:

<i>University</i> .....	\$55,796 60
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Of this, \$15,000 per annum is a permanent appropriation; and the balance, \$30,796 60 is the appropriation made in 1867, on condition that the Regents establish a chair of Homeopathic Medicine; but which, in 1869, it was enacted should be paid over without conditions.

<i>Normal School</i> —expenses for 1869 and 1870....	\$20,000 00
“ “ for completing building.....	7,500 00
<i>Agricultural College</i> —expenses for 1869 and 1870	40,000 00
“ “ for buildings.....	30,000 00
<i>Reform School</i> —expenses for 1869 and 1870....	70,000 00
“ “ for improvements.....	15,600 00

*Institution for the Deaf, Dumb and Blind—*

for arrearages.....	\$15,000 00
expenses for 1869 and 1870.....	70,000 00
completing buildings, &c.....	70,000 00

Making a total of appropriations for educational purposes, liable to be drawn from the Treasury during the years 1869 and 1870, \$393,896 60. Over one-third of this, however, is for permanent improvements, and should not be charged solely to the expenses of the institutions for those years.

## WHAT EDUCATION COSTS.

It may not be unprofitable to make some calculation of the cost of common school education in the State the past year. The total cash expenditures are reported at \$2,388,111. This does not include the expense of board of teachers; but it includes the Primary School Fund; and estimating board at three dollars per week, the two are about equal. We let the whole amount stand, therefore, as the sum, as near as can be ascertained, actually expended by the people, for support of the common schools. Great as this sum is, it is but \$6 37 for each child enrolled in the school census. But over half of this was for other purposes than tuition—mainly for building purposes—and should not be set down to the expense of the year solely, but to many future years.

The amount paid to teachers constitutes the principal "current expense." Probably not more than ten per cent. of the balance should be so accounted. Teachers' wages amounted to \$1,177,847 86. This was \$3 14 to each child in the census, or \$4 36 for each one attending school. But the average time of their attendance was not over three and a half months; so, if we are to obtain the actual cost for actual attendance, it increases the amount; and yet it leaves only about *one dollar and twenty-five cents per month* for the actual attendance of each scholar. But all who attend at all, might attend the whole time, at a very slight additional cost. The result is,

therefore, about 270,000 children are in school an average of three and a half months, at an expense of ten shillings a month; and the whole *might be* in school six and three-tenths months at not more than seventy cents per month. But assuming—as is perhaps fair to do, and certainly it is a liberal estimate—that twenty per cent. of expenses for buildings, &c., should be reckoned with current expenses *for the year*, we still find that the entire cost of education is less than two dollars per month for the time pupils are actually in school, and would be less than one dollar per month, if attendance was regular.

The schools are now free to all—supported mainly by a tax on the property of the district. Will the people of the district remember that it costs but the smallest fraction more to keep all the children in school, than it does to keep half of them there? And if any one thinks school expenses are heavy, let him inquire what it will cost to send the half dozen children which we hope he has, to a private school; and there is little danger that he will not vote every time to sustain the public school.

#### SCHOOL STATISTICS.

The number of counties in which schools are reported, is 63—an increase of *four*; and the number of townships, 828—an increase of 38; and the number of districts, 5,052—an increase of 197.

Five new counties were organized the past year: Alcona, Benzie, Charlevoix, Osceola and Wexford. These counties have heretofore reported through other counties, to which they were attached; and their addition to the list of counties reporting, brings no new territory or schools to our statistics. No reports have been received from Emmet county; all the schools reported in that county last year being now reported in Charlevoix.

The number of children between the ages of five and twenty years, is 374,774—an increase of 20,021. This indicates

an increase of population of 60,663; and if the census to be taken the coming season does not entirely differ in its ratio to the school census, as shown by the average ratio of former years, the State will be found to have a population not far from 1,140,000.

The number of children reported in 1859, was 237,541. This shows an increase in ten years, of 137,233; or an average annual increase of 13,723. The smallest increase was in 1862, namely, 6,790—and the largest in 1866, reaching 22,529. The increase of that year only exceeds that of 1869.

The number reported attending school, is 269,587—increase, 14,852. The reports under this head are very unreliable; 234 districts failing to report *any* attendance; while on the other hand, it is supposed that, in many districts, a part of the children are counted twice. So it is believed that the number given is not greatly out of the way.

The number in school under five and over twenty years of age, was 5,869—an average of a little more than one to each district.

The average length of the schools in the State, was six and three-tenths months. This is one-tenth of a month in advance of any former year; the four previous years being six and two-tenths. The indications are that the year 1870 will show a still longer average. Sixty-one districts report less than three months school, or none.

The whole number of months by male teachers, was 9,021—an increase of 931; and by females, 30,443—an increase of 524. Total number of months, 39,464—increase, 1,455.

There were 2,354 male teachers—increase, 259; and females, 7,895—increase 360. Total number of teachers, 10,249. This is something more than the actual number of persons engaged in teaching; as, where teachers were employed part of the year in one school and part of the year in another, they are counted in both.



The wages of male teachers was \$430,389 36; an average of \$47 71 per month—or seven cents per month less than last year.

The wages of female teachers was \$747,458 50; an average of \$24 55 per month—an advance from last year of \$2 63 per month. This increase is believed to be no more than the increased value of their services.

Blanks were first prepared in 1863, to ascertain the average monthly wages of teachers; and the following statement shows the amount from year to year since that time, also the number of months of labor by teachers:

YEAR.	No. months by males.	No. months by females.	Av. monthly wages of males.	Av. month- ly wages of females.
1863.....	6,917	26,131	\$28 17	\$12 44
1864.....	6,618	26,071	34 00	16 63
1865.....	5,049	29,046	41 77	17 54
1866.....	6,319	29,242	43 53	18 44
1867.....	7,681	29,729	44 03	19 48
1868.....	8,090	29,919	47 78	21 92
1869.....	9,021	30,443	47 71	24 55

The total cash wages of teachers the past year, was \$1,177,847 86. In 1859—ten years ago—it was \$435,321 27; and in 1864—five years ago—\$591,295 33. Thus we see that the aggregate of teachers' wages has about doubled in five years. In ten years the average wages of male teachers has increased about seventy per cent., and that of females ninety-seven per cent.

But to the cash wages of teachers should be added the value of 14,107 months' board. Estimating this at twelve dollars per month, we have \$169,284; making the actual cost of tuition \$1,347,131 86—an average of \$266 65 for each district in the State.

Teachers "boarded around" in 2,235 districts. This manner of boarding a teacher, is of the nature of a rate-bill, for

which there was never any positive law ; but under the present law, certainly, no one can be compelled to board a teacher.

The number of visits to the schools by County Superintendents, is reported by the directors, at 5,744 ; an increase of 486. Several Superintendents have stated that the full number of their visits is not reported.

The number of visits by directors was 10,670 ; an increase of 1,050. This is an encouraging symptom ; but what would be thought of the superintendent of a mechanical establishment employing twenty-five hands, who should appoint a foreman, and then visit the factory—twice a year ?

The number of graded school districts reported, is 236 ; an increase of 28. Several of these can be regarded as graded schools only in a very limited sense.

The number and kind of school-houses reported in 1868 and 1869, and total value of school-houses, are as follows :

YEAR.	No. of Stone.	No. of Brick.	No. of Frame.	No. of Log.	Total.	Value.
1868-----	72	416	3,609	618	4,715	\$4,303,478
1869-----	74	459	3,767	621	4,921	5,331,774
	—	—	—	—	—	—
Increase. .	2	43	158	3	206	\$1,028,296

While the increased value of buildings is reported at \$1,028,296, the amount *paid* for building and repairs is reported at only \$776,074 ; showing a considerably higher value put upon school property than before.

In 130 districts no house is reported ; and in 30, houses are reported without value.

#### LIBRARIES.

No libraries are reported in 1,822 districts in townships supposed to have the district library system ; and 222 towns in which no district libraries are reported, fail to report any town library. It is believed that several thousand volumes in

both town and district libraries are not reported. The following is a summary of the reports:

	No. of Libraries	No. of Vols. added.	Number of Vols.	Paid for Books.
District Libraries -----	1,287	7,635	96,580	\$10,727 61
Town Libraries -----	163	2,370	40,254	3,567 42
Total in 1869 -----	-----	10,005	136,834	\$14,295 03
Total in 1868 -----	-----	9,188	134,106	10,897 52

There was received from fines, from county treasurers, \$27,413 38. The previous year, the amount reported, was \$11,634 55.

The amount voted for libraries at township meetings, was \$2,056 50. In 1868, \$1,573 40.

These figures show an increasing interest in school libraries; but with \$29,464 88 library money, and only \$14,295 03 expended *for books*—comment is unnecessary. In 29 entire counties, and in 538 towns, no moneys from fines are reported received by the Inspectors.

The Inspectors report the organization of 141 new districts; but as 197 more districts have made a report than in the previous year, the actual number is probably greater.

The Inspectors held 1,501 meetings; for which they received \$4,235 55. But nothing is reported received by them in 316 towns; and in 169, no meetings are reported.

The number of private schools is 173; in which the number of pupils is estimated at \$8,807. About half of these pupils are reported in Wayne county.

In 21 entire counties no dog tax is reported. But these are, with the exception of Shiawassee and Wayne, among the newer counties. But in Genesee the tax is reported in but *three* towns; in Lapeer, *one*; in Oakland, *two*; in Saginaw, *two*; in Tuscola, *three*.

The following tabular statement shows the progress made in some of the more important details of Primary School affairs, for several years past:

YEAR.	Whole No. of Children.	No. Attending School.	No. of Male Teachers.	No. of Female Teachers.	Av. No. Months School.	Amount of Wages paid to Teachers.	Amount raised by Rate Bill.	For building and repairing School-houses.
1857.....	215,928	162,936	2,131	4,605	5.7	\$425,129 22	\$121,650 14	\$161,350 91
1858.....	227,010	173,594	2,326	4,905	6.0	442,226 31	118,098 80	140,491 01
1859.....	237,541	183,759	2,444	4,058	5.6	435,321 27	104,809 20	102,508 45
1860.....	246,684	192,937	2,599	5,344	6.2	467,286 50.	67,484 88	124,623 37
1861.....	254,533	202,504	2,326	5,485	6.1	500,053 66	56,469 29	122,715 00
1862.....	261,323	207,332	2,380	5,958	6.0	491,293 55	43,202 76	112,877 96
1863.....	272,739	215,579	1,910	6,905	6.1	518,662 02	41,200 54	91,948 34
1864.....	280,772	215,736	1,816	7,000	6.2	591,295 33	50,202 85	134,504 22
1865.....	298,607	228,629	1,326	7,466	6.2	720,251 55	90,664 00	175,471 32
1866.....	321,136	246,957	1,687	7,495	6.2	811,959 37	109,151 07	339,620 71
1867.....	338,244	243,161	2,007	7,377	6.2	917,261 51	107,170 91	545,437 30
1868.....	353,888	249,920	2,086	7,522	6.2	1,038,131 38	110,654 37	805,382 41
1869.....	374,774	269,587	2,354	7,895	6.3	1,177,847 86	94,752 55	776,074 00

*APPORTIONMENT of Primary School Interest Fund,  
May, 1869, at 47 cents per child.*

COUNTIES.	NO. OF CHILDREN.	AMOUNT.
Allegan.....	9,627	\$4,524 69
Alpena.....	451	226 07
Antrim.....	818	147 11
Barry.....	6,879	3,238 13
Bay.....	3,415	1,638 25
Berrien.....	11,469	5,385 73
Branch.....	8,663	4,116 61
Calhoun.....	10,908	5,126 76
Cass.....	7,256	3,410 32
Chocoygan.....	362	170 14
Chippewa.....	105	49 35
Clinton.....	7,360	3,450 20
Delta.....	256	134 43
Eaton.....	7,725	3,630 75
Emmet.....	153	71 91
Genesee.....	10,071	4,763 07
Grand Traverse.....	1,509	709 23
Gratiot.....	3,610	1,752 50
Hillsdale.....	10,496	4,933 13
Houghton.....	3,252	1,523 44
Huron.....	1,866	877 03
Ingham.....	7,823	3,676 81
Ionia.....	9,000	4,230 00
Iosco.....	580	249 10

COUNTIES.	No. of CHILDREN.	AMOUNT.
Isabella.....	1,029	\$ 488 68
Jackson.....	10,060	4,728 20
Kalamazoo.....	9,991	4,695 77
Kent.....	15,209	7,148 28
Keweenaw.....	1,397	656 59
Lapeer.....	6,639	3,120 33
Leelanaw.....	1,051	498 97
Lenawee.....	14,565	6,845 55
Livingston.....	6,483	3,047 01
Mackinac.....	662	311 14
Macomb.....	9,416	4,425 52
Manistee.....	968	454 96
Manitou.....	496	238 12
Marquette.....	2,005	942 35
Mason.....	581	246 57
Mecosta.....	1,174	551 78
Menominee.....	275	129 25
Midland.....	669	314 43
Monroe.....	9,469	4,438 73
Montcalm.....	3,908	1,739 76
Muskegon.....	3,725	1,750 75
Newaygo.....	1,890	888 60
Oakland.....	13,153	6,181 91
Oceana.....	1,788	840 36
Ontonagon.....	1,355	686 85
Ottawa.....	8,177	3,848 19
Saginaw.....	9,854	4,681 38
Sanilac.....	4,355	2,361 35
Shiawassee.....	6,483	3,028 51
St. Clair.....	13,113	6,163 11
St. Joseph.....	8,671	4,028 37
Tuscola.....	3,396	1,581 12
Van Buren.....	9,016	4,237 52
Washtenaw.....	12,339	5,799 33
Wayne.....	35,126	16,509 23
Total.....	352,387	\$165,785 69
In the previous year.....	336,246	151,630 50

## REVENUES OF THE SCHOOLS.

The following is a tabular statement of the finances for the past two years :

RECEIPTS.	1868.	1869.
On hand at commencement of the year.....	\$289,326 17	\$326,446 23
Two mill tax.....	307,735 91	323,246 13
Primary School Fund.....	150,519 96	165,960 51
Rate-bills.....	110,654 97	94,752 55
Tuition of non-resident scholars.....	22,662 16	24,659 00
District taxes to pay teachers.....	443,533 50	571,564 11
Other district taxes.....	625,157 68	737,054 67
Tax on dogs.....	24,167 88	25,337 68
From all other sources.....	499,560 00	490,076 18
Total.....	\$2,473,868 23	\$2,750,096 94
Indebtedness of districts.....	649,630 35	917,037 87

EXPENDITURES.	1868.	1869.
Paid male teachers.....	\$881,026 80	\$480,901 81
Paid female teachers.....	641,277 78	728,559 05
Paid for building and repairs.....	805,382 41	776,074 00
Paid for all other purposes.....	808,398 98	465,988 60
Amount on hand at close of year.....	318,275 85	388,542 87
Total.....	\$2,449,356 77	\$2,765,060 88
Discrepancy in reports between receipts and expenditures.....	24,011 46	25,968 89

In 1868 the difference is in receipts over the expenditures; and in 1869, in expenditures over receipts.

In the abstracts at the close of the volume, it will be seen that the total of receipts and expenditures agree; the amount being \$12,556 98 more than the receipts, and \$13,406 91 less than the expenditures as above. The difference comes in this way: Turn to the abstracts at the close of the volume, and you will see that the total of each county is obtained by itself, and those totals of receipts and expenditures agree; and of course, when the totals of the counties are added, the grand totals will agree. But in the above statement the total is obtained by adding the total amount of each item by itself, instead of, as in the abstracts, the aggregate amount of all the items by counties. The simple fact is, multitudes of directors make their accounts balance when they would not if the items thereof were correctly added. They cannot make their account balance, but they carry out the footings alike, so that the totals agree while the details do not.

It may be asked—if such are the inaccuracies of the reports, of what use are they? We answer, they approximate the truth; and it is shown in various ways that in the aggregate, numerous as the errors are, they very nearly balance each other. For instance, the amount of funds on hand at the close of 1868 should agree exactly with the amount on hand at the commencement of 1869—there being but an imaginary point of time between. But the two items are reported a year apart; and in not more than one-half the districts do they

report the same amount. In Allegan county, with 162 districts, but 48 report the same; which, after deducting the districts that make no report of funds on hand, leaves more than half which seem to guess at the amount. And yet, so nearly balanced are these errors, the discrepancy in the aggregate is less than four-tenths of one per cent. on an amount of \$326,446 22.

So in the above table, the excess of receipts in 1868, is but the smallest variation from the excess of expenditures in 1869; one error balancing the other.

We assume, therefore, that the general result, though not absolutely correct, is measurably so, and shows us within a very insignificant fraction, a true state of the case.

The amount raised by rate-bill the past year, shows a decrease of \$5,902 42. The free school law went into operation July 2d, after which no rate-bill could be collected; and this accounts for a considerable amount of the increase of indebtedness, viz: \$273,347 52; though the greater portion is doubtless on building account. The reports show \$18,899 45 due female teachers at the close of the year. Most of this would probably have been added to the rate-bill; making it somewhat larger than in the previous year.

To prevent difficulty in districts where provisions were not made to pay for the summer school without a rate-bill, it was designed not to have the law take effect till the close of the school year; but there is just one moment in the history of an Act when such a motion can be made; and at that moment the gentleman having the matter in charge forgot it till it was too late. So the Act took effect in ninety days—on the 2d of July. Rate-bill payers, at least, will rejoice at the mistake.

The greater part of \$490,076 13 raised "from all other sources," is probably for money loaned for building purposes; yet a good many thousand of it should be distributed among the preceding items.

The amount of resources for payment of teachers appears to be \$46,059 06 more than was paid to teachers, without counting any portion of the moneys on hand as belonging to that fund.

#### GRADED SCHOOLS.

The following statistics of the graded schools present items of interest: Thirty-four per cent. of the children in the State are in 231 districts. Thirty-four per cent. of the pupils in the State had a little more than eight and eight-tenths months schools. But this thirty-four per cent. of children required but about fifteen per cent. of the teachers; while to them was paid about forty-four per cent. of the wages. Yet a comparison shows that, while the *average* tuition in the State was 50 cents per month, in the graded schools it was but 46 cents. It will appear still more favorable to the latter, when we consider that hardly any of the expense of 14,107 months board should be accounted to the graded schools. But in the average of the State, the graded schools are themselves included. Therefore, their expense being less than that of the State, including themselves, the difference is still greater, compared with the average of the other schools alone. All these data show that tuition in the graded schools is at least ten cents a month the cheapest.

In these estimates of the cost per scholar, we reckon the whole number of children in the districts, as the reported number attending school is so unreliable. *Eleven* of the graded schools fail to report any attendance. In these districts are 3,261 children on the census list. In the State, 234 districts report no attendance.

The value of the school-houses in the graded districts, is \$3,159,067, or fifty-nine per cent. of the State. This a heavier expense per scholar; but brick and stone are as much more enduring than boards and logs, as they are more expensive; to say nothing of the advantages on the ground of taste.



Beside, if we leave the log-houses out of the account, (which are considered but temporary expedients,) it is probable that the buildings of the graded schools are a no heavier tax upon the *property* than those of the other districts.

In the following statement it will be seen that the monthly tuition ranges from fourteen cents (where only females were employed) to ninety-eight cents. In Detroit it was twenty cents. But for those actually attending school in Detroit, it was fifty-two cents! Her schools are actually among the cheapest in the State.

## SUPERINTENDENT'S REPORT.

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## GRADED SCHOOLS.

LOCATION.	No. of Children in each Dist. between the ages of 5 and 20.	No. of Children that attend School during the year.	No. months School.	Value of School-Houses and Lots.	No. qualified Male Teachers.	No. qual. Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Average cost of Tuition for each pupil per month.
Allegan .....	587	600	10.0	\$12,000	1	13	\$900 00	\$2,724 80	\$0 61
Fillmore, No. 1 .....	174	102	10.0	425	3	3	422 25	468 00	27
Gunn Plains, No. 2 .....	824	239	9.2	2,500	3	4	1,100 00	814 19	41
Otsego .....	878	300	9.0	10,000	1	7	900 00	1,842 00	67
Saugatuck, No. 2 .....	252	233	10.0	12,000	1	4	1,100 00	1,142 00	89
No. 8 .....	203	150	9.0	5,500	1	2	700 00	800 00	69
Wayland, No. 2 .....	208	180	9.0	1,300	1	4	450 00	482 62	50
Alpens .....	404	320	7.0	17,600	1	4	450 00	1,100 00	55
Nashville .....	112	96	8.0	2,600	1	2	180 00	296 00	58
Hastings .....	448	396	10.0	5,000	1	4	900 00	1,096 00	48
Prairieville .....	104	98	10.0	600	2	1	246 80	50 00	28
Middleville .....	194	120	9.0	1,000	1	2	202 00	489 00	40
Wenona .....	473	305	10.0	12,700	1	4	1,200 00	1,125 00	49
Bay City .....	1,941	1,220	10.0	94,000	3	26	1,800 00	6,125 50	47
Portsmouth .....	414	300	10.0	12,251	2	3	1,228 00	1,140 00	51
Benton Harbor, No. 5, fractional .....	115	108	6.5	4,000	1	1	200 00	207 50	55
Benton Harbor, No. 9, fractional .....	285	137	9.2	2,500	1	4	210 00	838 60	25
Buchanan .....	610	523	10.0	8,400	1	6	1,000 00	1,400 00	40
Niles .....	1,613	1,064	10.0	75,000	1	24	1,500 00	6,148 75	47
Berrien Springs .....	281	216	10.0	1,800	1	2	516 75	700 00	48
St. Joseph .....	666	580	9.0	8,000	1	7	817 80	2,077 80	48
Three Oaks .....	246	174	8.0	800	1	4	250 00	517 40	35
Coloma .....	181	97	6.0	2,000	1	2	120 00	225 00	44
New Troy .....	158	110	10.0	1,500	2	1	850 00	618 50	54
Bronson .....	328	222	9.2	2,000	1	4	698 75	618 50	48
Coldwater .....	1,540	1,226	10.0	50,000	3	17	2,300 00	4,499 00	44
Girard .....	99	67	7.0	2,400	1	2	180 00	223 50	58
Quincy .....	333	216	8.0	1,500	1	3	860 00	871 00	27
Union .....	237	100	10.0	4,000	1	3	700 00	988 00	71
Albion .....	627	572	9.0	5,000	2	6	829 85	1,292 00	30
Battle Creek .....	1,643	1,367	10.0	63,000	2	22	2,700 00	7,154 50	60
Bedford .....	137	116	8.5	3,000	1	2	260 00	884 00	55
Homer .....	199	211	10.0	6,000	1	4	585 00	625 00	61
Marshall .....	1,505	1,340	10.0	80,000	1	18	1,100 00	4,152 51	35
Cassopolis .....	256	240	10.0	8,000	1	3	1,000 00	808 41	78
Edwardsburg .....	188	130	7.0	4,000	2	4	210 00	311 50	54
Vandalia .....	122	120	6.0	1,000	1	3	250 00	258 60	68
Pokagon .....	107	90	10.0	1,500	1	1	200 00	240 00	49
Dowagiac .....	688	528	10.0	25,000	3	13	1,167 50	2,885 50	51
Duncan .....	225	130	9.5	1,000	1	2	220 00	860 00	27
St. Johns .....	644	530	10.0	15,000	2	4	1,500 00	1,860 00	44
DeWitt .....	170	126	9.5	800	1	2	602 50	602 50	40
Elsie .....	145	100	7.0	2,400	1	2	445 00	445 00	44
Maple Rapids .....	144	110	7.5	4,200	1	2	420 00	420 00	37
Ovid .....	267	240	9.0	1,000	1	4	415 23	729 89	47
Bellevue .....	261	150	9.0	4,000	1	3	500 00	665 00	45
Charlotte .....	595	313	9.2	24,500	2	6	1,203 08	1,255 36	45
Eaton Rapids .....	292	400	10.0	2,500	1	7	564 00	890 00	71
Vermontville .....	144	125	9.0	900	1	4	138 48	755 82	58
Goodrich .....	114	83	7.8	700	1	2	270 00	98 47	26
Fentonville .....	682	406	10.0	40,000	1	7	1,200 00	2,950 00	54
Linden .....	201	175	8.5	1,500	1	3	270 00	414 00	40
Flint, No. 1 .....	151	123	7.8	5,500	1	2	216 00	250 50	39
Flint City, No. 2, fri. .....	551	435	10.0	13,300	1	6	1,300 00	2,250 00	64
"    "    No. 1, fri. .....	1,102	936	10.0	11,000	2	12	2,500 00	4,820 00	63

## GRADED SCHOOLS.

LOCATION.	No. of Children in each Dist. between the ages of 5 and 20.	No. of Children that attend'd School during the year.	No. months School.	Value of School-Houses and Lots.	No. qualified Male Teachers.	No. qual. Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Average cost of Tuition per month for each pupil.
Otisville.....	229	125	7.0	\$4,000	1	8	\$280 00	\$300 00	\$0 86
Mt. Morris.....	161	120	8.0	1,200	1	8	247 00	806 00	48
Grand Blanc.....	89	72	7.0	3,500	1	1	435 00	80 00	82
Pine Run.....	98	99	7.0	800	1	8	-----	380 00	55
Alma.....	162	114	6.0	5,000	2	1	395 00	108 00	51
Ithaca.....	160	141	8.5	1,100	1	2	200 00	827 00	38
Jonesville.....	442	432	10.2	40,000	1	4	1,100 00	1,812 00	58
Hillsdale.....	992	875	10.0	52,000	1	16	1,000 00	4,280 75	58
Osseno.....	138	117	8.0	5,000	1	8	750 00	208 00	89
Litchfield.....	205	241	9.0	5,000	1	8	354 00	480 95	56
Moscow.....	128	115	9.0	1,200	1	8	161 00	236 00	34
Houghton.....	218	105	7.0	3,000	1	1	560 00	125 18	45
Calumet.....	625	439	10.0	6,000	2	1	1,390 00	600 00	82
Portage.....	1,282	876	10.0	38,270	5	10	4,012 50	5,880 80	78
Quincy.....	403	190	6.0	-----	1	2	750 00	500 00	51
Port Austin.....	282	120	6.0	200	1	1	360 00	-----	26
Delhi, No. 1.....	138	83	8.0	500	1	2	180 00	119 00	27
Dansville.....	200	175	6.0	7,500	1	8	450 00	286 00	61
Lansing.....	1,436	1,100	10.0	32,200	1	23	1,400 00	5,629 70	49
Leslie.....	238	200	7.0	10,000	1	2	408 75	465 00	58
Mason.....	401	-----	10.0	1,000	1	3	800 00	718 80	38
Williamston.....	210	125	7.0	2,000	1	1	260 00	127 50	26
Saranac.....	237	190	7.0	2,000	1	2	395 00	456 00	42
Ionia.....	770	600	10.0	3,800	1	9	1,600 00	3,065 15	61
Mulr.....	254	209	9.0	2,000	-----	2	-----	675 00	29
Lyons.....	269	215	7.0	10,180	1	7	350 00	639 00	52
Hubbardston.....	225	178	8.2	1,000	1	8	350 00	345 00	37
Portland.....	311	-----	9.0	4,800	1	7	700 20	717 20	50
Palo.....	82	85	10.5	1,200	1	2	204 29	87 50	34
Brooklyn.....	139	131	9.0	10,000	2	2	668 75	457 00	89
Grass Lake.....	292	350	10.0	1,800	1	5	1,000 00	1,800 00	39
Concord.....	126	114	7.0	4,500	1	2	160 00	800 00	52
Jackson, No. 1.....	1,679	1,457	9.5	75,000	5	19	4,200 00	6,430 50	66
" No. 2.....	902	700	10.0	32,800	1	7	1,200 00	1,711 00	32
Napoleon.....	150	125	6.0	7,000	1	8	396 00	800 00	77
Parma.....	263	260	10.0	16,000	1	4	985 00	1,040 00	77
Climax, No. 1, fri.....	101	78	9.0	50	-----	2	-----	148 00	16
Galesburgh.....	290	260	9.0	800	1	6	585 00	740 10	49
Kalamazoo.....	2,801	2,074	10.0	80,000	8	90	3,755 25	9,990 00	49
Augusta.....	219	125	6.0	1,000	-----	3	-----	658 00	49
Schoolcraft.....	289	120	8.5	2,000	1	2	240 00	444 00	33
Rockford.....	208	161	9.8	500	1	6	108 00	649 00	47
Alaska.....	160	85	8.0	700	1	3	200 00	298 00	37
Cannonsburg.....	117	-----	8.0	3,000	1	1	212 50	78 00	31
Grand Rapids, No. 1.....	2,910	2,241	10.0	95,000	8	97	3,800 00	10,767 86	50
" No. 2.....	1,220	895	10.0	26,000	1	18	1,400 00	5,237 20	54
" No. 3.....	838	127	10.0	4,000	-----	8	-----	840 00	33
Grattan.....	132	105	6.1	3,100	1	1	220 00	230 50	53
Lowell.....	560	501	8.8	3,500	1	8	1,000 00	1,699 20	58
Cedar Springs.....	211	165	9.0	700	2	4	158 50	266 44	30
Paris, No. 1.....	111	95	9.0	1,500	-----	2	-----	389 00	33
Grandville.....	270	222	6.8	10,000	1	4	519 00	611 75	61
Clifton.....	225	176	10.5	1,800	2	1	630 50	290 00	40
Almont.....	390	450	10.0	18,500	1	7	1,200 00	1,440 00	68
Dryden.....	180	94	8.0	350	1	1	221 90	80 50	39
Lapeer.....	568	548	10.0	12,000	1	9	1,200 00	2,171 50	60
Northport.....	154	102	7.0	2,500	2	1	815 00	100 00	35

## SUPERINTENDENT'S REPORT.

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## GRADED SCHOOLS.

LOCATION.	No. of Children in each Dist. between the ages of 5 and 20.	No. of Children that attend School during the year.	No. months School.	Value of School-Houses and Lots.	No. qualified Male Teachers.	No. qual. Female Teachers.	Paid Male Teachers.	Paid Female Teachers.	Average cost of Tuition per month for each pupil.
Adrian.....	2,871	1,500	10.0	\$150,000	1	28	\$1,500 00	\$10,841 80	\$0 43
Blissfield, No. 1, frl.	209	177	10.2	6,000	1	3	812 20	588 20	85
"    2, frl.	119	109	9.0	6,000	2	3	210 00	886 00	55
Clinton.....	254	192	10.0	8,000	1	4	1,000 00	826 00	72
Hudson, No. 2.....	299	192	10.0	3,500	1	3	.....	206 00	63
Clayton.....	184	150	6.5	5,500	1	2	600 00	823 75	77
Hudson.....	474	350	9.0	8,000	1	6	1,000 00	2,119 62	78
Palmyra.....	173	122	7.0	800	1	2	200 00	258 66	35
Addison.....	185	105	8.0	2,000	1	2	215 00	256 00	43
Morenci.....	273	236	9.0	4,000	2	5	743 85	583 80	52
Tecumseh.....	598	519	10.0	35,000	1	9	1,000 00	3,110 00	69
Brighton.....	195	140	7.0	10,000	1	3	400 00	419 00	60
Howell.....	448	375	6.0	35,000	1	6	800 00	1,108 00	71
Pinckney.....	152	154	9.0	1,000	1	1	540 00	288 00	60
Mackinac.....	846	287	10.0	1,500	1	3	800 00	645 00	42
Armada.....	184	155	8.2	3,500	1	4	492 00	387 90	58
Romeo.....	578	585	10.0	12,000	3	5	1,894 00	1,600 00	60
New Baltimore.....	838	241	8.0	400	1	4	489 00	562 25	39
Mt. Clemens.....	559	473	10.0	15,000	2	5	1,352 75	1,500 00	51
New Haven.....	162	130	7.0	2,200	2	2	827 25	132 00	40
Memphis.....	305	.....	10.0	6,000	1	3	750 00	569 00	48
Richmond.....	170	109	6.2	150	1	2	151 94	109 80	24
Utica.....	252	270	10.0	10,000	1	5	800 00	880 00	66
Washington.....	91	91	8.5	1,600	2	8	170 50	185 60	41
Manistee.....	775	500	10.0	20,000	1	6	1,200 00	1,900 00	40
Marquette.....	929	748	10.0	22,000	2	8	2,255 00	4,187 50	69
Negaunee.....	718	423	10.0	8,500	1	5	2,000 00	3,255 00	73
Ludington.....	123	72	6.0	8,000	.....	2	.....	654 00	88
Big Rapids.....	266	200	9.0	2,600	2	2	938 38	800 00	72
Midland.....	260	195	8.5	1,000	.....	5	.....	589 10	26
Lambertville.....	101	88	10.0	2,000	.....	3	.....	249 08	25
Dundee.....	216	161	9.0	6,000	1	3	594 85	271 00	55
Erie.....	198	125	8.0	500	.....	2	.....	488 00	32
Monroe.....	1,582	446	10.0	20,000	1	6	1,000 00	1,730 00	17
Petersburg.....	237	163	8.0	9,400	.....	2	.....	280 18	14
Muskegon.....	1,642	1,326	10.0	31,596	1	19	1,600 00	5,236 00	42
Whitehall.....	238	223	10.0	4,000	1	5	652 20	498 50	48
Newaygo.....	268	163	10.0	7,000	2	2	850 00	630 00	56
Greenville.....	441	441	10.0	34,000	1	5	1,155 00	797 00	44
Stanton.....	231	194	9.0	2,500	1	4	360 00	492 00	41
Rochester.....	224	241	10.0	2,500	1	2	700 00	450 00	58
Birmingham.....	312	196	8.5	12,000	1	3	668 50	439 00	61
Commerce.....	129	89	8.0	1,000	1	2	160 00	214 00	36
Farmington.....	142	142	8.0	1,500	.....	3	.....	882 00	33
Holly.....	397	474	10.0	30,000	1	4	1,200 00	1,410 00	66
Clarkston.....	222	.....	10.0	1,200	1	2	700 00	440 00	51
New Hudson.....	111	126	8.5	8,000	1	1	880 00	80 00	56
Milford.....	245	229	10.0	7,500	1	2	1,000 00	497 00	61
Orion.....	122	100	7.0	5,000	1	1	885 09	49 00	51
Oxford.....	180	140	8.0	1,500	2	3	312 50	409 00	48
Pontiac.....	1,418	1,080	10.5	37,000	3	14	1,439 50	5,700 00	47
Hart.....	114	116	7.0	3,500	1	2	222 04	200 00	58
Pontwater.....	297	364	5.0	1,200	1	2	985 00	863 00	49
Ontonagon.....	300	250	9.5	4,500	1	3	976 00	1,186 43	74
Rockland.....	585	390	10.0	4,000	2	3	1,100 00	1,225 00	48
Grand Haven.....	837	637	10.0	8,500	2	14	1,240 00	2,743 00	48
Holland.....	751	677	10.5	4,200	3	6	1,450 00	2,100 00	45

## GRADED SCHOOLS.

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Spring Lake	404	329	10.0	\$9,500	1	5	\$650 00	\$759 00	\$ 87
Lamont	140	122	9.2	2,500	1	2	636 00	290 20	71
Berlin	193	150	8.0	1,500	2	1	845 00	180 00	34
Vriesland	254	202	10.0	600	1	1	480 00	150 00	25
Chesaning	158	181	7.0	400	2	4	208 00	812 00	48
East Saginaw	2,640	1,966	10.0	95,000	3	20	4,500 00	8,720 00	54
Saginaw City	2,154	1,295	10.0	123,200	2	19	8,075 00	8,455 64	50
South Saginaw	509	428	10.0	12,000	1	5	4,200 00	1,346 00	56
Lexington	265	249	10.0	4,000	---	8	---	1,080 00	41
Davisville	158	127	8.0	1,200	1	2	125 00	389 50	41
Sanilac, No. 2	196	124	9.0	800	1	1	150 00	244 00	24
Port Sanilac	205	112	6.8	2,200	2	1	270 00	248 20	87
Jeddo	149	80	8.0	800	8	1	848 75	90 00	87
Byron	151	135	9.5	6,000	2	4	445 00	406 50	59
Corunna	459	450	10.0	30,000	4	5	2,327 00	986 00	71
Owosso	754	616	10.0	50,000	2	11	1,600 00	2,414 00	53
Laingsburg	147	80	7.0	2,500	1	3	150 00	252 00	89
Vernon	201	168	8.5	1,500	1	2	435 55	237 26	89
Newburg	108	90	8.5	1,179	2	1	242 26	80 00	85
Algonac	858	257	9.0	10,000	2	3	658 75	568 20	46
Marine City	485	280	7.0	4,000	2	7	566 00	623 00	85
Fort Gratiot	187	157	10.0	3,000	---	2	---	540 00	29
Port Huron	2,065	1,124	10.0	34,700	8	15	3,800 00	3,800 00	34
St. Clair	972	566	10.0	15,000	2	6	1,300 00	1,572 00	30
Burr Oak	280	219	10.5	20,000	1	3	800 00	732 50	52
Colon	171	154	8.5	1,400	1	3	860 00	480 00	54
Constantine	421	---	10.0	36,200	2	3	882 00	907 50	43
Three Rivers	535	360	10.0	15,000	1	6	950 00	1,806 00	52
Mendon, No. 6	259	274	9.0	1,500	2	3	675 00	484 00	49
Centerville	218	198	10.0	2,000	1	3	600 00	600 00	55
Sturgis	519	535	10.0	30,000	1	8	1,000 00	2,179 50	61
White Pigeon	357	280	10.0	5,000	1	3	1,009 00	823 75	51
Indian Fields, No. 3	177	147	9.0	5,000	1	2	850 00	642 00	93
Worth	132	107	8.0	1,000	2	2	280 00	156 50	41
Vassar	276	269	10.0	5,000	1	5	1,000 00	849 00	67
Mattawan	181	161	10.0	7,500	1	2	650 00	866 00	55
Lawton	413	380	7.5	12,000	1	3	700 00	713 00	45
Bangor	89	75	7.0	2,500	1	1	272 00	186 00	65
Breedsville	115	119	9.0	1,200	2	1	348 30	84 00	42
Decatur	531	470	10.0	10,000	2	6	865 00	1,620 00	47
Hartford	120	98	7.0	800	1	2	150 00	145 00	35
Lawrence	210	185	6.0	11,118	1	4	825 00	325 22	51
Paw Paw	418	402	10.0	6,000	1	6	1,200 00	1,493 00	64
South Haven	400	270	10.0	3,000	1	4	857 15	811 00	42
Ann Arbor	2,268	1,369	10.0	108,000	5	30	4,500 00	9,635 00	63
Manchester	413	425	10.0	20,000	1	7	1,100 00	1,550 00	64
Saline	221	236	10.0	25,000	1	3	1,400 00	764 00	93
Dexter	480	284	10.0	10,000	1	5	1,000 00	992 40	46
Chelsea	385	235	9.0	4,000	1	4	800 00	808 00	53
Ypsilanti	1,525	1,350	10.0	34,000	6	15	4,170 00	4,466 49	57
Brownstown	172	150	8.0	12,500	1	2	325 00	346 00	43
Dearborn	290	180	10.0	3,000	1	1	727 21	60 00	27
Detroit	27,089	10,515	10.0	265,000	8	119	9,000 00	45,000 00	20
Trenton, No. 1	220	186	11.0	2,800	1	1	375 00	100 00	20
" " 2	146	84	10.0	3,500	1	1	800 00	240 00	71

## GRADED SCHOOLS.

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Wayne .....	303	190	9.0	\$2,000	2	1	\$540 00	\$288 00	\$0 30
Plymouth .....	415	10 0	10 0	3,000	1	4	900 00	1,016 25	46
Northville .....	250	10.0	10.0	11,000	1	4	800 00	975 00	71
Springwells, No. 1 .....	280	146	9.5	2,548	---	3	---	395 40	22
No. 4 .....	358	209	9.0	1,800	1	1	275 00	229 00	15
Bellville .....	225	171	10.0	10,000	2	4	1,072 00	417 00	65
Wyandotte .....	903	700	10.0	29,400	1	4	540 00	1,020 00	17
Total .....	127,678	85,098	8.8	8,159,067	804	1245	188,872 78	884,728 99	46

## STATE TEACHERS' INSTITUTES.

The Spring and Autumn series of Teachers' Institutes were held as follows:

*Spring Series.*

At Holly, commencing	March 15th,	Teachers present,	100
At Ovid,               "	22nd,	"	144
At Coldwater,       "	29th,	"	136
At Battle Creek,   "	April 5th,	"	205
At Dowagiac,       "	5th,	"	70
At Three Rivers,   "	12th,	"	90
At Lexington,     "	19th,	"	60
At South Boston,   "	26th,	"	88

*Autumn Series.*

At Lapeer, commencing	Aug. 23rd,	Teachers present,	80
At Portland,       "	Sept. 6th,	"	131
At Lawrence,       "	13th,	"	101
At Stanton,       "	20th,	"	70
At Ithaca,         "	27th,	"	77

At Rockford, commencing Oct. 4th, Teachers present,	108
At Owosso, " " 11th, "	120
At Homer, " " 18th, "	80
At Romeo, " " 25th, "	108
At Kalamazoo, " Nov. 1st, "	75
Total, both series.....	1,833

The influence of these Institutes has been very marked. The remark is often made by County Superintendents, that they can tell almost immediately upon visiting a school, whether the teacher has attended an Institute; and this, too, without the least inquiry. The classification of the school; the order of recitations, and method of conducting them; the general management of the school; the kind of instruction given; in short, the general character of the school tells at once whether the teacher has had special instruction in the theory of teaching.

The interest felt in these Institutes does not wane in the least. There has never been a series held in which there has been more lively interest felt than in those of the last year. The numbers attending them, the promptness of the attendance, and the close attention given to the various exercises, show that the interest is not in the least abating. The teachers have taken occasion to express their appreciation of the benefits they have derived from the Institutes, both by resolutions and in private conversation.

I cannot refrain from expressing my full conviction that no better result can be obtained from so small an expenditure of time and money. This is not simply my own opinion, but that of the best educators in the State, who are most familiar with the work done by the Institutes.

I wish here to express my indebtedness to the County Superintendents for their hearty coöperation in this work, and for their efficient aid in calling together the teachers, and for their constant presence and assistance in conducting the exer-

cises. To their efforts is the growing interest in the Institutes largely due; I say *growing* interest, for I believe it is true there is a constantly increasing interest in these meetings. The remark was often made by eminent educators who have been familiar with the working of these Institutes from the beginning, that they never attended those of more interest than the series of the last year, or those in which such earnest and constant attention was manifested.

In accordance with the requirements of law, most of the County Superintendents have held County Teachers' Institutes, continuing one week, and also what are termed district institutes, continuing two or three days, in connection with the examination of teachers. Many of these Institutes have had a large attendance, and the exercises have been exceedingly interesting and profitable. Instead of Institutes, some of the Superintendents have formed teachers' classes in connection with some union school of the county. These classes have continued from four to eight weeks, the Principal of the school and other teachers aiding in the work. These classes have been of the highest value to the teachers. It has been the endeavor to give to these classes a thorough review of the studies they were expected to teach, having daily recitations in the several branches. At the same time lectures were given upon methods of teaching, and upon school organization and government. In some cases general discussions were conducted upon these and kindred topics.

These appliances, with others which might be named, have wrought manifest changes in the character of our teachers, and, of course, as great changes in the condition of the schools.

The same cordial welcome has been extended to the teachers by the citizens of the several places in which the Institutes have been held, as have heretofore been given, and the same interest manifested in the various exercises as has always been. Those having the responsibility of conducting the Institutes



have fully appreciated the kindness of the people, and have felt that their generous courtesy has contributed very largely to the success of these Institutions.

#### THE STATE UNIVERSITY.

President E. O. Haven commenced his Annual Report by saying: "It becomes my duty, for the last time, to make an Annual Report to the Regents, and through them to the Superintendent of Public Instruction, and to the people of the State, of the affairs of the University of Michigan." The greatest harmony has prevailed between the various Faculties and the President, as well as between the President and Board of Regents, during the entire six years of his administration. There has also been a steady growth of the University in all of its departments. Those having any responsibility in the management of the University, as well as its friends everywhere, regretted that the President felt it his duty to resign his chair. He had performed the duties of his office with fidelity and marked success. Dr. Haven leaves a host of the warmest friends who follow him with their best wishes that he may be equally successful in his present responsible position—wishes for his welfare, not mingled with doubt and fear, lest he prove unequal to the onerous duties he has assumed, but wishes accompanied with the fullest confidence in his purpose and ability to discharge every obligation with fidelity and honor.

No one has as yet been selected to fill the vacancy occasioned by the resignation of President Haven. Professor H. S. Frieze has been elected President *pro tempore*, and is discharging the duties with great acceptance. There have been some changes in the Board of Instruction, as will be seen by the report of the President. Two new departments of instruction have been opened—Mechanical Engineering and Pharmacy. From the latter department twenty students graduated at the last commencement.

The addition of the annual appropriation of fifteen thousand dollars to the funds of the University has been a great relief, enabling the Regents to make various improvements that were greatly needed. The University had reached the limit of its working ability with the amount of funds at its command. If no funds had been added it must have remained where it was, continuing to do the work it had been doing, and but little else. Now the field of effort may be considerably extended. The time will soon come, *we trust*, when a larger addition will be needed to meet the *growing* wants of this grand seat of learning; and we believe when this time comes, the people will not be loath to extend the needed aid.

The real growth of the University is shown more by the additions to the Literary Department than by the whole number of students in the several departments. The President's report shows that in 1863 there were admitted to the Literary Department, 113; in 1864, 107; in 1865, 114; in 1866, 137; in 1867, 129; in 1868, 156. The President says that "the number of old students who have returned has regularly increased," and that the number who have corresponded with him with reference to coming to the University, has been much greater the past year than any previous year.

The Faculties of the University, embracing all who assisted in giving instruction during the year in the several departments, number thirty-four.

The whole number of students during the year has been as follows:

DEPARTMENT OF SCIENCE, LITERATURE, AND THE ARTS.

Resident Graduates.....	10
Senior class.....	39
Junior class.....	75
Sophomore class.....	68
Freshman class.....	91
In Mining Engineering.....	11

In Select Studies.....	74
In Higher Chemistry.....	34
In Pharmacy.....	20
Total in this department.....	422

## DEPARTMENT OF MEDICINE AND SURGERY.

Students .....	358
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## DEPARTMENT OF LAW.

Seniors .....	134
Juniors .....	208
Total in department.....	342
Total.....	1,122
Deduct counted twice.....	8
Total in University.....	1,114

## SUMMARY OF TREASURER'S REPORT.

Total of receipts, and balance to credit of State	
Aid Fund and Reserve Fund.....	\$103,526 35
Total of expenses.....	68,567 84
Balance in treasury June 28, 1869.....	\$34,958 51

## NORMAL SCHOOL.

This Institution is enjoying unusual prosperity. The number of students has increased until more room is needed for their accommodation. The edifice which was commenced for a museum, designed for the use of both the Normal School and the State Agricultural Society, has been completed, to be used by the Normal School alone, not simply as a Museum, but also to furnish rooms for the experimental school. It was originally the design to use a part of the building for the experimental school, but not so much as will now be used. During last year the Executive Committee of the Agricul-

tural Society passed over to the Normal School all their right and title to the Museum, and the Legislature, at its last session, made an appropriation to complete the edifice. It is now finished and seated, and is to be occupied immediately by the school. This will give great relief to the Normal School in its present crowded condition.

Several changes have taken place in the Faculty. Prof. A. A. Griffith has been added to the board of instruction as Professor of Elocution and English Literature. Prof. L. McLouth was elected to fill the vacancy occasioned by the resignation of Prof. J. Goodison.

The summary of officers and students is as follows:

## FACULTY.

Number of Instructors.....	11
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## STUDENTS.

Number of Students, Winter Term.....	262
“ “ Summer Term.....	181
“ “ Fall Term.....	289
“ “ Graduated.....	19
“ “ receiving Training Certificate.....	32
“ “ from the Normal Department acting and trained as Teachers in the Experimental Depart- ment .....	86

## PUPILS.

Number of Pupils, Winter Term.....	106
“ “ Summer Term.....	93
“ “ Fall Term.....	114

Each Representative has the right to appoint two pupils from his district as members of the Normal School. This appointment is good for one year. The following is the usual form of appointment:

DATE....., 18...

I hereby certify that ..... has been appointed by me to fill the next vacancy in the Michigan State Normal School, among pupils from this district.

.....  
*Representative.....District, .....County.*

The number of pupils who have secured these appointments has been fifty-five.

A catalogue has been published during the last year, giving the course of study and a full statement of the methods of instruction, and the topics discussed in the several departments that are purely professional. Heretofore, much time has been given to the usual routine of teaching; the course of instruction differing from the course pursued in other schools, chiefly, in devoting more time to the discussion of methods of teaching in connection with the daily recitations. It is now the purpose of the Faculty to give more time to purely professional work. To do this, the standard of scholarship required as a condition for admission, must be raised. This advanced standard will be adopted and insisted upon. It will not be raised at once, but gradually, as the opportunities for securing this better preparation shall be increased. To do a kind of preparatory work has been a necessity—a necessity which is every year diminishing, as the Union schools are so rapidly increasing. We hope the time is not far distant when the chief instruction given at the Normal School shall be purely professional.

## STATE AGRICULTURAL COLLEGE.

By reference to the report of the College by President Abbot, it will be seen that more progress has been made during the past year, that is of a permanent character, than has been made during any one year since the College was founded.

The erection of the new College edifice, capable of accommodating a large number of students, and furnishing the best

facilities for boarding, having introduced every improvement in the culinary art, so far as the instruments are concerned, not only marks a new era in the history of the College, but meets a want which long embarrassed the College authorities. Every year more applications have been rejected than accepted, for lack of room to accommodate those wishing to avail themselves of the educational advantages of the College. Those attending have been subjected to great inconvenience, being crowded into comparatively small rooms, four, and in some instances, even six occupying the same apartment. The relief which the new edifice will furnish will be most fully appreciated by both Faculty and students.

Many of the disadvantages so long suffered from the location, are gradually disappearing. Much of the ground in the immediate vicinity of the College has had the stumps removed, and the surface reduced to an even grade, greatly improving the external appearance of everything. The stumps are also being rapidly removed from that portion of the farm which is designed to be cultivated, so that more attention can be given to the special work of farming and stock raising. Experiments can be conducted much more satisfactorily, and with less expense. It is gratifying to know that the several courses of experiments already made have attracted so much attention, and have been so widely published, and so favorably noticed.

The number of students has not increased during the last year for the very obvious reason that no larger number than have been present could be accommodated. The limit of accommodation was reached some years since; of course the number of students catalogued has for the past few years been very uniform.

The summary of officers and students is as follows:

#### FAULTY.

Instructors .....	6
Other officers .....	4

## STUDENTS.

Senior class.....	11
Junior class.....	13
Sophomore class.....	27
Freshman class.....	28
Total.....	<hr/> 79

A much larger number will doubtless be enrolled during the coming year. The College has reached the period in its growth when every year will exhibit a manifest progress. Heretofore much toil has been had, and labor expended, with but little to show for it, except to those immediately connected with the institution. Hereafter the results of the expenditure of labor and money will be apparent to all. Never were the friends of the College more confident of its ultimate success than they are at present. They have the best of reasons to be confident. Prejudice is giving way; friends are multiplying; doubters are growing confident; the great tide of influence which has been against, is turning in its favor. The Agricultural College is yet to see a grand triumphant future, and we rejoice in it.

## KALAMAZOO COLLEGE.

The report of Kalamazoo College represents the institution to be in a prosperous condition. During the past year the Endowment Fund has been augmented by the addition of \$50,000. Thorough repairs have been made upon the College buildings. The following is a statement of the present resources of the College:

Real Estate.....	\$35,000 00
Invested funds and interest bearing notes.....	88,000 00
Total.....	<hr/> \$123,000 00

Amid its prosperity, the College has suffered an irreparable loss in the death of Prof. James A. Clark, who was an earnest and successful worker. His influence was not confined within the College, but was felt throughout the State.

The summary of teachers and students is as follows:

## FACULTY.

Instructors.....	10
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## STUDENTS.

Graduating class of 1869.....	6
Senior class.....	3
Junior class.....	14
Sophomore class.....	14
Freshman class.....	12
Preparatory Students.....	109

## ALBION COLLEGE.

A very brief report from Albion College represents its condition to be about the same as last year. President G. B. Jocelyn resigned at the close of the last College year, and Rev. J. L. G. McKown was elected to fill the vacancy. The friends of the College are gratified with its present prosperity and future prospects. The permanent endowment fund is annually increasing, the means for accommodation enlarging, and the facilities for instruction improving.

The summary of teachers and students is as follows:

## FACULTY.

Instructors.....	9
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## STUDENTS.

Senior class.....	12
Junior class.....	16
Sophomore class.....	28
Freshman class.....	19
<hr/>	
In College classes.....	75
In Fine Arts and Music.....	21
In Preparatory Classes.....	180
<hr/>	
	276
Twice counted.....	18
<hr/>	
Whole number for Collegiate year.....	258



## OLIVET COLLEGE.

This Institution is still enjoying its usual prosperity. Additions to its permanent funds are secured every year, and the College seems to be steadily approaching a condition of independence when it will have an ample endowment, and all the facilities possessed by the older institutions of learning. The history of the College is like that of others, every advance made is the result of constant, vigorous effort.

The summary of officers and students is as follows:

## FACULTY.

Instructors .....	11
Assistant Teachers .....	9

## STUDENTS.

Graduates of 1869 .....	2
Senior class .....	6
Junior class .....	5
Sophomore class .....	10
Freshman class .....	23
<hr/>	
In College classes .....	46
Ladies' Course .....	17
Elective Studies .....	17
Preparatory Department, (Classical Course) .....	40
Preparatory Department, (English Course) .....	76
Ladies' Preparatory Course .....	68
<hr/>	
Whole number of gentlemen .....	162
Whole number of ladies .....	102
<hr/>	
Total .....	264

No reports have been received from the following Colleges: Adrian, Hillsdale, Hope, and Grand Traverse. From some of these no report has been received for several years. Occasionally, intelligence reaches this Department from these institu-

tions. We learn that the College edifice at Adrian, which was destroyed by fire, has, during the past year, been rebuilt. A very full report from this College, for the year 1868, represented its condition as very hopeful. Arrangements were made to liquidate a debt that had long embarrassed the Trustees, and the friends of the College were very sanguine in regard to its future.

At the close of the last College year President E. B. Fairfield, of Hillsdale College, resigned his position, and Rev. — Calder was elected to fill the vacancy. The College, it is believed, is enjoying its usual prosperity.

We are gratified with the intelligence that several thousand dollars have been added to the endowment fund of Grand Traverse College. This institution is now struggling through those difficulties incident to all new enterprises of this kind. As the northern portion of the Lower Peninsula is developed, and those sections now a wilderness become populated, as they will in a very few years, this College, built with so much toil and self-sacrifice, will be a power for good that can be but little realized now.

During the last year Miss A. C. Rogers, Principal of the Michigan Female College, was suddenly called from her labors here to her home above, and to her eternal reward. With her death the doors of this Institution were for the present closed. For many years her efforts to build up this school have been untiring. She now rests from her labors, and her works will most assuredly follow her.

A paper read by C. B. Stebbins, Deputy Superintendent of Public Instruction, before the Convention of County Superintendents, at Saginaw City, is inserted here, believing that the suggestions made in it are an appropriate conclusion to what has gone before.

## THE EDUCATIONAL NEEDS OF MICHIGAN.

A school examiner, wishing to test a teacher's wits as well as his scholarship, asked—"If you stand at the North Pole and travel due west, where will you strike land?" The candidate for a certificate thought, looked west, and looked east, and finally guessed he couldn't tell.

In discussing the Educational needs of Michigan, I feel somewhat like the teacher—uncertain which way to go, and doubtful where I shall land, if I go at all. He had the entire circumference to aim at; he would be sure to hit somewhere; and as for going west, he might as well start in one direction as another.

So with me: I may fail of finding my way in the intended direction, but in all the amplitude of the subject, I can hardly fail to strike land somewhere.

"The Educational Needs of Michigan" discussed in a talk of twenty minutes! Ask the Saginaw Firemen to pump out their noble river in that time!

I feel as though I were set down in the centre of a 25,000 acre farm—such as we read of in Illinois—stocked with 350,000 sheep, fed by 9,000 shepherds, who are appointed by 17,000 agents of the million owners of the farm, and I am given twenty minutes to point out all the deficiencies of the past, and tell all that is required in the future, for the best protection and sustenance of the 350,000 lambs.

I look back twelve years, and contrast the then state of things with the present, and the progress is so great, the first thought is, what more can be needed?

At that time there were little more than half the present number of lambs. Thousands of them had no shelter, or such a one as disgraced the farm and its owners. Many of the shepherds were mere time-servers, hardly knowing food from poison. Each worked upon his own system, or on the system of his grandfather, or without system, with any and all tools that came to his hand. The agents kept little ac-

count of expenditures or results; half the money was virtually thrown away, and nobody cared. There was a superintendent of the farm; he entreated, and scolded, and no one cared. He was paid as much as the Governor, and was expected to keep the engine of 26,000 man-power moving, without so much as a clerk to file the thousand letters he annually received.

But wisdom is born of experience. The people at length began to see that their lambs were not properly cared for, and a great reaction came. The laws have been from time to time amended, and the system of operation changed. The people are filled with educational zeal, and for some years ours has been quoted throughout the country as the model system of the land. I must say, however, that I fail to see anything in our system, as a whole, especially superior to that of some other States. We have this reputation, I apprehend, not so much on account of the system itself, as from the spirit of the people with which it is administered. The people have a mind to work; and the walls of the temple would rise under almost any system. This spirit—not the system—has dotted the State with school-houses that rival the best houses of the old, rich States, and our little cities and villages challenge the magnificence of the great cities and centres of commercial wealth.

The qualifications of teachers have improved 50 to 100 per cent., and the larger schools have grown from mere Primaries to Graded and High schools, superceding the necessity of Branches of the University, or expensive private Academies.

The Superintendent of Public Instruction is no longer asked to carry 4,500 schools in the crown of his hat, but he has fifty active assistants, with a laudable ambition to rival each other in their work.

The County Superintendency is fully meeting the expectations of its friends, and that, not merely because it is good in itself, but because, generally, the people have elected live men, who are determined to justify its wisdom. Had the first elec-

tion given us incompetent, time-serving men, they would have killed the system in two years. But so far from that was the fact, a few malcontents, who wished to repeal the law, failed to obtain a hardly respectable hearing from the last Legislature. The benefits of the system are very apparent in the increased interest of the people, in the abolition of the greatest clog to our school system, and especially in the higher standard of qualification in the teachers.

Our school laws have for several years known no distinction of color, condition, or sex. The man or woman, white or black, native or alien, whose property helped support the schools, was a voter in school meetings, and eligible to office. I have never known of a family, or community, becoming demoralized thereby.

Our *justice* and our *humanity* are equally broad; and no human being, who is a proper subject of mental improvement, can be kept from the school-room, on equal terms with all others.

For four years bloody war raged all around Mt. Vernon; yet federal and rebel alike stood aloof, as though the visible spirit of Washington stood over it with drawn sword, to guard the hallowed spot. In like manner the warfare of parties has never entered the domain of our schools, and all men hold our school interests as sacred as the repose of the patriot whose tomb overlooks the Potomac.

And now comes our crowning glory, Free Schools! Thanks to the patriot toilers who, for the past ten years, have been educating the people up to this grand consummation! The principle, that "the property of the State should furnish means for the education of the State," is vindicated. The unanimity with which the Free School law was enacted, and the almost universal joy of the people over the event, show that it was a measure of the people, and assure us that the rate-bill will never again raise its hideous form, to stand, like

a sheeted ghost, at the school-room door, to frighten children away from the altar of light.

Turning from the common schools, we have the Normal School, never otherwise than popular with the people; the Agricultural College, already an educational power, and destined to a glorious future; and the University, great in numbers and in fame.

Beside these State Institutions—not to speak of the Reform School and Institution for the Deaf and Blind—we have the local Colleges, the outgrowth of enlightened religious convictions, and never to be omitted in a view of our educational means. May the day never come when they shall lose their hold upon the hearts of men!

And what need we more? *Have we* any further “Educational Needs?” Alas, there is much, very much, land yet to be possessed. The problem is: are we able to go up and drive out the giants of ignorance, indifference, prejudice, bigotry, and selfishness, still so potent for evil, even in this favored land?

County Superintendents need not be told that we need more and better school-houses, and better furnished, within and without. You have surveyed the rustic structures, walked around the towers thereof, and mourned over the desolate places. Well do you know that, notwithstanding our High School palaces, and many noble country houses, a great deficiency still exists. Statistics might startle those who get their ideas from the city school-houses; *you* “have traveled,” and will not be surprised at anything. The rich old county of Lenawee has \$324,000 invested in school-houses, and yet there are 64 districts, or 38 per cent. of the whole, in each of which the house and lot are valued at, or under \$200. Lapeer has 43; Genesee, 39; Washtenaw, 32; Barry, 54; Oakland, 62. One town in Oakland has 11 school-houses, and 10 of them average \$147 50 each. One town in Lenawee has nine houses, the whole averaging \$157 27 each.

If this was the result of poverty, reason would that we should bear with it. But it is not. I take at random two towns in Livingston county. One (Handy) has 8 districts, and houses worth, in all, \$975. The other (Hartland) has 7 districts, and houses worth \$8,200. The former paid teachers the past year, \$960 58; the latter \$1,750 16; almost double; yet the former has 128 more children, and has a heavier two mill tax, than the latter. These are pictures not lovely to behold.

The reported value of school-houses in the State for the past year, will be about \$5,300,000. If we could enter upon the coming new year with \$2,000,000 added to this, it would no more than meet the reasonable demand; while, to supply the increase of population, calls for 500 new houses annually.

Let us not cease to keep this subject before the people. Let them not dwell in ceiled houses while the temples of learning lie waste. The eye is a medium of education, no less than the ear; and he who cannot perceive its importance, would need glasses to see a mountain. Let us have elegant, well furnished school-houses, with eligible sites, and beautiful surroundings, and it will be worth more than two months per annum added to the terms of school.

But given the school-houses, how shall they be filled? Thank God, the rate-bill, that horrible bugbear to parents—often becoming a bear indeed, whose claws tore the schools in pieces—no longer stands in the way. Like an incubus, so long sitting on the breast of our school system, it vanished forever with the light of 1869. Every district with more than 30 children must now have five months' school; and that golden word *Free*, is inscribed over every door.

There are some who think their poverty demands that they shall keep their children at home for their labor; others are allowed to stay away from school from mere indifference. What shall be done for them? Compulsory attendance? This is a delicate question. What will do in Prussia might

not answer here. The law already provides the poor with text books; can it safely attempt more? A qualified compulsory attendance I would support.

For instance: on the opening of school, let it be the duty of the director to know who, between the ages of 8 and 15, are absent. Let him at once see the parents. If an excuse is rendered satisfactory to the district board, very well. If the excuse is not sufficient in their minds to justify absence, let them make complaint to the school inspectors, who, upon examination, shall excuse the child, or order its attendance, on pain of such penalty as they shall in each case prescribe. This would put every case upon its own merits, and the obnoxious features of a sweeping law be avoided.

But there is another class, still more difficult to reach. Attempt compulsory attendance with them, and there would be a rebellion. All the power of the State could not accomplish it. This class hate the free schools, and seek for part of the funds to support their own strictly sectarian, so called schools. How they shall be enlightened, till they can see that intelligence is better than ignorance, mental freedom better than soul bondage, and God's Word better than the traditions of men, is a question we may not ignore. But it is a work too high for human law; they must be reached by other than *legal* suasion.

The Bible in school is not the real question. The school itself, in all its features, is an offense to them. We can only hope in the ultimate omnipotence of truth, and that time will soften their prejudices, the progress of thought reach their minds, and our schools shine with a light so attractive that they will yet be won.

But with the houses, and the scholars—how shall we secure competent teachers? No question is more difficult than this, and I have not time to discuss it. Time, increased wages for the competent, and diminished wages for all others, a stronger bond of sympathy between the parents and teachers, a hun-



dred visits to the schools where there is now one, explosion of the fallacy that a teacher must quit the schoolroom as soon as she is married, enlarged opportunity for Normal instruction, Teachers' Institutes and Associations, faithful aid and guard by County Superintendents, and a magnifying of the profession by all—and I leave you to fill out the picture.

I propose not to speak of methods of teaching; but it appears to me that, at this time, there is a tendency to an evil in attempting too much. Considerable is being said upon the subject of reducing the length of the daily sessions of school from six hours to five, four, or even three, on the ground that six hours study is too much for the strength of the pupil. But why talk of reducing the time, while with six hours, the child is often obliged to study one or two hours at home to keep up in the course, and with his class? Are we not feeding the lambs too fast, rather than too long, for their best development, physically and intellectually?

And what shall I say of Libraries? The founders of our school system thought libraries indispensable, to furnish reading for the young. We do not need them now so much to furnish reading, as to secure the *proper kind* of reading. This, our present law would do, but for one fatal defect—a defect as fatal as would be the omission of the connecting rod in a locomotive.

The old law demanded \$25 of the mill tax in every town, often absorbing the entire tax. This, with the fines, or so much of them as could be coaxed through the hands of magistrates and county treasurers, was paid for town libraries. The books were distributed to the districts by the town clerk, to be returned by the directors every third month for exchange. This would now require more than 60,000 miles travel per annum, at a positive expense to the directors, certainly of \$100,000, to say nothing of more than 10,000 days' time. This was like putting "two locomotives ahead of each other," as an old editorial friend once expressed it, to draw a hand-

car. The result was, the books were generally hidden away in the clerks' offices, like monks in their cloister, and as valueless to the world.

And what kind of books were they? Some good ones, doubtless; but generally, it were better to sow oats in the dust that covered them, than to give them to the young to read. Every year, soon after the taxes were collected, the State swarmed with peddlers, with all the unsalable books of eastern houses—the sensational novels of all ages, tales of piracies, murders, and love intrigues—the yellow-covered literature of the world.

It was one of the first acts of our honored friend, Superintendent Gregory, to secure a change in the law, authorizing district instead of town libraries, so as to bring the books within reach of the people; and by the supervision of the Board of Education, absolutely prohibiting the purchase of bad books. The change was approved by the people, as shown by three-fourths of the towns adopting it at the first election. But, alas! it was like a new railway, fully equipped, and no provision for wood, except as town meetings might vote part of the highway taxes to buy it. The law failed, solely because no reliable means were provided for the purchase of books.

As evidence of this, I only cite the fact that about one-third of the fines reported in the State are in Wayne county, and in that county are about 28,000 volumes in the school libraries, or over one-fifth of all in the State. This evidence is corroborated by that of other counties, both positively and negatively. If we could have an honest administration of the fine moneys, and ten per cent. of the two mill tax, I am sanguine we should soon be proud of our school libraries.

There is an evil in the manner in which our school funds are distributed, to which I must allude, The Primary School money is apportioned upon the scholar, and the two mill tax goes to the districts in which it is raised. There is nothing in the constitution, or in the fitness of things, to make one a

State fund more than the other. It *was* at first proposed to make the proceeds of the 16th sections a fund for the towns in which they were situated, as some States have done. This would have given the town of Lansing \$100,000. But wiser counsels prevailed, and it was made a State fund. But men start back with horror at the idea of making the two mill tax a State fund. Robbery! say they. But the town of Lansing might just as reasonably say it is robbed of nine-tenths of its Primary School fund.

While a common interest would make the two mill tax a State fund, there is little hope it will ever be done. But a partial remedy might be found in a better distribution of the Primary School money. This fund will soon reach \$200,000 per annum. I would apportion, say one-fourth of that directly to the districts; amounting to about ten dollars each. The populous districts would never feel the loss, while to the feeble, new districts, it would give essential aid.

Much more might be said, but time forbids; and in all I have said, I have omitted so much, that I feel as though I was writing an index rather than an essay.

I cannot close, however, without a few words upon our higher Institutions. What are our needs there? Our local Colleges have now, in buildings and endowment funds, over one million dollars invested. That sum ought to be doubled, and the friends of these noble enterprises are abundantly able to do it, if they will think so.

By the death of the lamented Miss Rogers, the Michigan Female College is closed. What are its future prospects, I am not advised. I have sometimes wondered that a citizen of our State, who once gave this school \$1,000, has not thought to rear a lasting monument for himself by devoting a single year's income to this school, and making himself the Vassar of Michigan. But do we need, most of all, an exclusive Female College, endowed by the State? I have no hostility to

such a measure, but I believe our daughters may grow up with a polish, even after the similitude of a palace, without it.

Much is said about equal educational advantages for woman. Has she not equal advantages at Adrian, Albion, Hillsdale, Kalamazoo, Grand Traverse, Olivet? Equal at the Normal School? And, I trust, before your next annual convocation, equal at the Agricultural College.

But how about the University? All in good time, and the time is at hand.

I have no time to discuss the benefits or dangers of coeducation. Its advantages are everywhere apparent to those who enjoy them; and the history of our Colleges above named, as well as that of Oberlin, Wheaton, Knox, and others, proves that the dangers exist only in the fears of timid men, whose cry of *wolf* has lost its effect. And above all this question, I claim that our daughters have as valid a right, in equity and law, to equality in the University, as in the Normal or common school. To repel them is an abuse of trust in the use of the Congressional grant, given to educate the people; and no Legislature has a right to do it; much less the Regents, in opposition to the will of the Legislature. It is a wrong so high handed, that, if not rectified, the *people*, who made both the University and the Regents, will, if need be, ere long, wipe out one or both of them. Heartily do I accord to them all honesty of purpose; but I cannot forbear the opinion that they have hitherto alike mistaken the nature of true progress and public sentiment.

The University is now proud in its fame, and asks for no favors. I would never see its fame grow less; but pride and conservatism go before destruction. Its fame has in it no element of immortality, and the sooner the Regents defer to justice and the voice of the people, by welcoming the daughters of the State to its halls, the surer will they secure its glory from ever becoming dim.

[It is gratifying to record that, since this was written, the

Regents have resolved to admit women to the University on equal terms with men.]

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## COUNTY SUPERINTENDENTS' REPORTS.

[Received too late for insertion in their proper place.]

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### MECOSTA COUNTY—M. BROWN, SUP'T.

This county was organized by the provisions of an Act of the Legislature, approved February 11, 1859. The settlement of the county, however, does not date back so far as to the time of its organization; at that time it was for the most part an unbroken wilderness. Immigrants began to come to this county in great numbers in 1862 and 1863. Those who were here prior to those dates were pine land speculators and others in quest of fortunes, but not of permanent homes.

A great many of the actual settlers came to this county as a sequence of an Act of Congress, commonly known as the Homestead Act. Others came from older countries, where, in consequence of the high price of land, they were not able to procure suitable dwelling places.

This county is in the midst of the pine region, and in consequence thereof, many localities are but sparsely settled. Large quantities of land have been granted to railroad corporations. These lands are not taxable, nor can they be settled with any degree of safety to the settler; they are, therefore, utterly worthless, so far as our common school interest is concerned.

Even after the terms of the grants have been complied with on the part of the corporations, and the equitable title to the land vests in them, they allow the legal title to remain in the State, and thereby, as they claim, prevent the lands from being taxed for any purpose whatever. The common school inter-

ests of the county are also injuriously affected by a portion of the land belonging to speculators, who are non-residents.

There are in this county one organized union school and thirty-three primary school districts. The union school district includes the city and part of the township of Big Rapids. A comfortable school-house was built during the fore part of the present winter, and school is now being kept in it under the supervision of Prof. C. W. Borst. There are upwards of two hundred scholars in attendance.

There are some very comfortable houses in the primary districts, but the major part of them are of an inferior kind, built without any reference to comfort or health. Wherever there have been any new buildings erected, I have seen to it, that most of the common defects were guarded against.

It has been very difficult to procure suitable teachers for the schools in this county. I have, therefore, been compelled to construe the law very liberally, and grant certificates in many cases when I could not have done so under a strict interpretation thereof.

Since the first day of May, 1869, I have granted certificates as follows, to wit: First grade, 2; second grade, 16; third grade, 18.

I have visited every school in the county at least once since the commencement of the school year, and report that there is a general interest manifested in the cause of education, and that the schools are well attended.

I have observed carefully the effect of the amendment of the law in regard to the rate-bill system, and believe the change to be one for the better.

If the present statute could be amended so as to prevent districts from hiring teachers upon condition that they board around among the scholars, I think the change would be a good one. I have held no Institutes yet, but expect to hold one during the coming spring.

## GENESEE COUNTY—SAMUEL PERRY, SUP'T.

The duties of this office I entered upon in May last. At that time the examination of teachers for the summer term had been nearly completed by my predecessor, and I very soon commenced the visitation of schools.

About one hundred and twenty were visited by the early part of September, when I found them generally closed, and was compelled to defer the remainder until winter. More could have been accomplished in this time but for the uncertainty of finding schools in operation. Some had commenced early for a spring term, and in these I found gathered the largest percentage of pupils, with the highest average attendance.

The majority began in the latter part of May, or first of June, and continued through the hot and busy months of harvest. In the latter I found enrolled scarcely more than half the children of legal school age, and from these there should be eliminated a large percentage of *infants*, sent there for the convenience of the parent, and whose attendance was an injury to the child, and a vexatious burden to the teacher—a much fitter ornament to the nursery than the school-room. The remainder was so few in numbers and irregular in attendance, that I was forced to the conclusion that summer terms, if not costly failures, give at most a *very small* return for the outlay of money involved; that if designed to benefit those pupils who need the instruction most, and can profit most by it, they accomplish far less than could be accomplished at a season less busy, and more favorable to vigorous mental labor. I have earnestly endeavored to convince parents and school officers of the disadvantages of the old system of winter and summer terms, and have urged a change to a fall, winter and spring term. Many districts have promptly adopted this; others have given assurance that it shall be done at their next annual meeting, while many are either too indifferent to educational interests, or are too timid

to dare lift themselves from the old grooves wherein they have always run.

The standard for successful examination has been raised as high as the pressing demand for teachers will admit. Eighty-six candidates have applied to me for certificates, and sixty-two of all grades have been granted. The great want of our schools is earnest, educated, enthusiastic teachers, thoroughly imbued with the spirit of their profession, and capable of imparting something of their own enthusiasm to their pupils; teachers who know what to do, and how to do it. The increasing desire already manifested among teachers to better prepare themselves for their work, is a matter for just congratulation to parents and pupils. Let it only be stimulated by remunerative wages and permanent employment, and each succeeding year will bring into our schools *better cultured and better teaching* talent.

Our district school libraries are a total failure—have been starved to death; here and there a few volumes may be found, but school officers are generally innocent of their existence. Some legislative action seems imperative, that the high purposes which the law contemplated may be realized.

An unusual large number of fine school-houses have been completed during the past year in this county. I found all located upon ample grounds, and well fenced. Their tasty exteriors, and the completeness of their interior arrangements reflect good credit upon the liberality and good judgment of the districts. There are many houses though that are in a shamefully dilapidated condition; the neighboring stables put them to shame, both in beauty of design, and completeness of appointments. Enter one; the inner door is panelless, perhaps, or unhinged; a row of old, decrepid, rickety, diseased seats reaching around the room, greets you; the windows are painfully paneless; the walls are curiously frescoed with mud, and begrimed with smoke, and in such abodes they expect knowledge to thrive.



But few schools outside the union schools are furnished with maps or apparatus of any kind; appropriations have been made, however, by many districts to purchase them during the coming year. Many schools are amply provided with black-board; too many, though, have but a miserable apology, and only one the disgrace of having none at all.

There are three thoroughly graded union schools in the county—two located at Flint, one at Fentonville; each are provided with a full corps of capable teachers, and are doing noble work for the educational interests of the county. At the latter village there has just been completed an elegant private Seminary, designed to give a thorough course of instruction to young ladies and gentlemen. The building is four stories in height, built of stone, and in architectural beauty and completeness of appointment, has, perhaps, no equal in northern Michigan. Two other private Seminaries will soon, it is hoped, be completed there. They speak their own words of praise and honor to the liberality and educational zeal of the citizens of Fentonville.

I am happy to report that there is a very general uniformity of text-books in use throughout the county. Some superfluous ones might be lopped off with good advantage to the schools; and would every district board make a judicious selection of text-books to be used therein, very great inconvenience would be saved the teacher, and much benefit accrue to the scholar.

In conclusion, I would testify to the uniform kindness and generous hospitality that has awaited me at every door throughout the county; kind words of encouragement, judicious advice, and the active coöperation of friends of education have aided me not a little in the discharge of duties always pleasant, but often laborious.

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## APPENDIX.

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# UNIVERSITY OF MICHIGAN.

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## THIRTY-FIRST ANNUAL REPORT OF THE BOARD OF REGENTS.

HON. ORAMEL HOSFORD, *Supt. of Public Instruction* :

In compliance with the requirements of Section 2197 of the Compiled Laws, we, the undersigned, Regents of the University, hereby make an exhibit of the affairs of the University during the last Academic year, and up to the present date.

In general terms we state that the University has continued its operations in all the departments, not only with undiminished success, but with the advancement of its substantial interests.

During the year two courses of study have been added to those previously provided. To meet an urgent demand from various quarters of the country, a course of Pharmacy has been established in the Chemical Department, with marked success; twenty-three young men having graduated as "Pharmaceutical Chemists" in June last.

In the Engineering Department, a course of Mechanical Engineering has been added to the branches therein previously taught, and the degree of Mechanical Engineer is to be conferred on those who pass an approved examination in the same.

## NUMBER OF STUDENTS.

The number of students during the year ending July 1, 1869, in the several departments and classes, was as follows:

## IN THE DEPARTMENT OF SCIENCE, LITERATURE, AND THE ARTS.

Resident Graduates.....	10
Seniors.....	39
Juniors.....	75
Sophomores.....	68
Freshmen.....	91
In Mining Engineering.....	11
In Selected Studies.....	74
In Higher Chemistry.....	34
In Pharmacy.....	20
Total in the department.....	<u>422</u>

## DEPARTMENT OF MEDICINE AND SURGERY.

Students.....	358
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## DEPARTMENT OF LAW.

Seniors.....	134
Juniors.....	208
Total in the department.....	<u>342</u>
	1,122
Deduct counted twice.....	8
Total in the University.....	<u>1,114</u>

## DEGREES CONFERRED.

The degrees conferred during the year were as follows:

*March 31st—Law and Medical Course.*

Doctor of Medicine.....	93
Bachelor of Laws.....	129

*June 30th—Annual Commencement.*

Pharmaceutical Chemist.....	23
Doctor of Medicine.....	4
Mining Engineer.....	7
Civil Engineer.....	10

Bachelor of Science .....	9
Bachelor of Arts .....	23
Master of Arts .....	18
Master of Science .....	1
Master of Arts <i>ad eundem</i> .....	3
	<hr/>
	320
	<hr/>

## NUMBER OF PROFESSORS.

The number of Professors and other officers employed during the year was as follows:

The President, 1; Professors, 18; Acting Professor, 1; Assistant Professors, 5; Lecturers in Medical Department, 2; Demonstrator of Anatomy, 1; Prosector of Surgery, 1; Assistant Curator of Museum, 1; Assistants in Chemistry, 2; Librarian, 1; Assistant Librarian, 1—thirty-four persons giving or connected with instruction; also the Secretary and Steward, the Treasurer and four Janitors.

The salaries of said officers are stated in one of the papers accompanying this report. The salary of the Treasurer ceased from the 1st day of July, 1865, and interest at the rate of 5 per cent. per annum on current balances in his hands is to be paid to the University from the 1st day of October, 1869.

## RECEIPTS AND EXPENDITURES.

The receipts and expenditures, and the general condition of the finances for the year ending June 28th, 1869, were as follows:

1868.	DR.	
July 1st. Balance in treasury .....		\$12,028 88
Received during the year from the University Interest Fund, (including not far from \$13,000 properly belonging to the preceding year) .....		48,434 88
Received from students for matriculation fees, incidental expenses, diploma fees, &c. ....		22,009 00

Loan to Engineering Department for instruments, refunded .....	\$142 12
Old Branch University building sold.....	130 00
State aid for the year 1869 (in part).....	7,500 00
	<hr/>
Receipts for account General Fund.....	\$90,244 88

## CR.

Warrants paid, being for salaries of Pro- fessors and others, buildings, repairs, increase of libraries, museums, ap- paratus, fuel, insurance, and general expenses .....	\$66,257 84
Restored to the Reserve Fund.....	2,310 00
	<hr/>
	68,567 84
	<hr/>
Balance to credit of General Fund.....	\$21,677 04
State Aid Fund for 1867.....	\$15,898 30
	<hr/>
Warrants drawn on this account.....	5,465 83
Transferred to Reserve Fund.....	4,000 00
	<hr/>
	\$9,465 83
Balance to credit of State Aid Fund....	6,432 47
Balance to credit of Reserve Fund.....	6,849 00
	<hr/>
June 28, 1869, balance in treasury.....	<u>\$34,958 51</u>

The Reserve Fund originated as follows: The Board owned a lot in Detroit, which was sold for about \$20,000. The Board thought that it ought not to use this money for current expenses, or the erection of buildings; but they were forced to use the same in the erection of the new Medical buildings, and it was determined to restore the same to the permanent funds of the University by setting apart \$2,500 for that purpose, annually, till the whole was restored. The interest upon it can then be devoted to the Library, or such other purpose as the board may determine.

Several matters required by law to be settled in our annual

report, with others deemed proper to be referred to, are set forth in the papers and documents accompanying this report, as follows:

1. The annual report of the President, for the year 1868-9, submitted to the Board August 18th, stating the changes made during the year in the Professional Corps, and other valuable information—marked A.

2. The names of Professors, and other persons employed by the University, with their salaries, respectively—marked B.

3. An estimate of the expenses for the year ending July 1st, 1870, as presented by the committee of finance—marked C.

4. The operations of the Astronomical Observatory, are stated in the paper prepared by Prof. Watson—marked D.

5. The additions to the Geological, Mineralogical, and Zoölogical Cabinets, and the work done therein, are detailed in the report of Prof. Winchell—marked E.

And we would here make our cordial acknowledgments for the generous donation, by Mrs. Dr. Ames, of Niles, of the large and valuable Botanical and Entomological Cabinet of her late husband, Dr. George L. Ames.

7. The improved facilities of the Chemical Laboratory, and the work done therein, are specified in the statement of Prof. Douglass—marked F.

8. The general condition and character of the general library, are stated in the paper of the Librarian, Prof. Ten Brook—marked G.

9. The catalogue of the officers and students for 1868-9, with detailed statements of the several courses of study in all the departments, the books of instruction used, and a "Synchronistic view of Class Exercises, and lectures in the several courses, will be found in the pamphlet—marked H.

10. A copy of the minutes of the proceedings of the Board, from January 1st, 1864, to and including the action of the Board to the close of the present year, will, as soon as bound, be submitted, and which we request, may be deemed a part of this report.



## ENLARGEMENT OF THE LIBRARY.

The capacity of our Library Hall has been largely increased by the addition of cases, placed transversely to the walls of the room, thus forming the space into alcoves.

For a long series of years the Board have appropriated \$1,500, annually, for the enlargement of the Library; and while the number of its volumes has thus been steadily increased, and now approximates to 20,000, it is as yet, by no means entitled to rank with the large libraries of the country. We beg leave here to call attention to the fact that a large proportion of most of the great libraries of the world, consist of works presented to them by the friends of learning. We would respectfully and earnestly make an appeal to all such, and especially to the alumni, and other friends of our University, in behalf of our Library. We would indulge the hope that their generous remembrances, with the moderate aid of our own funds, will, in due time, expand our 20,000, into 100,000 volumes. As a noble and noteworthy act in this direction, we refer with pleasure to the donation, by the publishing house of McMillan & Co., of London and New York, of a copy of the entire series of their publications, consisting of one hundred and thirty-five volumes.

## CATALOGUE.

One of the desiderata relating to the Library, has been a convenient catalogue. Such a work, having been for some time in progress, is now nearly or quite brought up to the present date. Among the methods of constructing a catalogue for a large Library, are: 1st. An arrangement of books by the names of authors; 2d. By the subjects treated; 3d. By the age or era of their appearance; or, 4th. By the language in which they are written. These are all, separately, more or less defective in practical utility. A method now deemed among the best, and which we have adopted, consists of a combination of two of those above stated, viz:

1st. A catalogue by the names of authors; and, 2d. A catalogue by a strict analysis of the subjects treated. The first alone would not answer all the purposes of a catalogue, for many names of authors are unknown, and the reader does not always know the name of the author whose work he seeks. Neither would the second method alone answer; for the titles of books are often found a very defective indication of their contents, and many books treat of a great variety of topics, and some subjects are treated by a multitude of writers.

The above, as now prepared, are separate and distinct catalogues, and are written *not in Volumes*—which require incessant interlineations, and frequent revised editions to keep up with the current issues of the press, but are written (each name—each topic) on separate slips of paper, or blank cards. By such arrangement, additions may be made from day to day, indefinitely, with great convenience, preserving intact the previous work. Each card contains a number referring to the precise place in the library where the book is to be found.

#### SALARIES OF PROFESSORS.

Complaints were made by Professors, during the high prices of living caused by the war, that the salaries paid them of \$1,500 were insufficient to meet the necessary expenses of their support. The justice of such complaint was strongly felt by the Board, and to meet the case, as far as in their power, a temporary arrangement was made by resolution passed from year to year, increasing the compensation fifteen per cent., making the amount paid to resident Professors on duty the entire year, \$1,725 per annum. Our Professors were frequently invited to the service of other Institutions with the offer of much greater salaries. From this cause, we suffered the loss of highly accomplished Professors, and were in constant danger of the loss of others. The State aid provided by the Legislature of 1867, seemed to give us the first solid ground for providing the proper remedy. In March, 1868, a resolution was adopted, to go into effect from and after

July 1st of that year, to increase the salaries of Professors in the Literary Department, who shall have rendered fourteen years service, to \$2,000 per annum, and in March, 1869, (after the modification of the Aid Act,) the salaries of all the Professors in the Literary Department were fixed at \$2,000 per annum, and of the Assistant Professors at \$1,300, and the salaries of others were also raised. At the same time the President's salary was fixed at \$3,000 per annum, with the use of a house.

Such provision may not prove entirely effectual. And were it not for the prestige of our University, created in great part by the acknowledged eminence and skill of our Professors, and the honorable ambition of permanently associating their fame with its fortunes, we should still be in danger from the same cause. An offer to one of our Professors of \$4,000 per annum, and firmly declined, illustrates our meaning.

#### NEW QUESTIONS.

Questions, not the simplest of solution, are from time to time pressing upon the attention of the Board. In a country so new as ours, so full of the most active energies, and of unprecedented growth; where theories of novel characters are arising on all subjects—political, religious, philosophical, social and scientific, it is as of course, that new views on educational training demand attention. Arriving at the highest practical culture within the time devoted to a University course, it becomes the duty of the Board, while giving respectful attention to all proposals for the improvement of our courses of study, to guard against precipitancy of action and the adoption of hazardous experiments. It may be easy for an impulsive spirit to mar what our predecessors and the friends of education have built up,—an Institution which is a chief glory of our State. It is easier to move steadily forward such an Institution toward its beckoning goal, than to re-adjust its bearings when thrown from its proper course by immature measures. When it has clearly appeared that a step

in advance was wise, necessary, and within the means of the Board, they confidently appeal to their acts to show that they have cheerfully taken the advanced ground and firmly held it. We see no reason to doubt that the Board will continue to act on these principles.

#### PECUNIARY AID FROM THE STATE.

It will be recollected that the chief foundation of the University Funds, consists of the proceeds of the sales of the "seventy-two sections" of land granted to the State for University purposes, at an early day, by the Congress of the United States. That fund amounts to about \$500,000, and is managed by the State; the interest of which—about \$35,000 per annum—is from time to time, paid into the treasury of the University. It became a fact many years since, that the University, in its rapid growth, had worked up to the full extent of its means. As a further resort, the policy was very reluctantly adopted, of increasing the charges on students. The charges to those of Michigan were fixed at \$10, and to those from elsewhere, \$25 for matriculation fees—while all were charged \$10 per annum for incidental expenses. But with this addition to our resources, it was still palpable that the University could not maintain itself in its attitude of high prosperity, without further pecuniary aid. It must, inevitably, retrograde or obtain help. Buildings were wearing out, and needed large sums for repairs. New buildings were wanted for the enlarged operations of the several departments. A Hospital, a Gymnasium, an enlarged Chemical Laboratory, especially for instruction in Pharmacy, and a Chapel were among the essentials needed. More force was requisite as aid to the Professors, from the increase of the number of courses of study, and the division of enlarged classes.

These considerations not only justified the Board, but ren-

dered it their duty, to present with earnestness these facts to the Legislature. That body, moved by an enlightened liberality, in fostering an Institution so justly looked upon as one of the noblest objects of State pride, passed the act of March 15th, 1867, providing for the University, a tax of 1-20th of a mill on the dollar of the State assessment roll, amounting to somewhat over \$15,000 per annum.

This act was not then available to us. The further act, passed Feb. 24th, 1869, provides that the former act be so modified, that for the year 1869, and each subsequent year, the specific sum of \$15,000 be paid to the University, from the State Treasury; and also, that the fund accumulated under the former act, in 1867 and 1868, be paid over to the University.

We beg leave here to State that we had justly hoped that the benefit provided by the act of 1867, would be continued as a permanent and wise policy, enabling the University to expand its operations with the expansion in numbers and wealth of the State. Every argument proving the necessity of the fostering care of the State for its University, proves at the same time that the pecuniary aid extended to it, should keep step with the strength of the people, whose highest interests it upholds. Double our present numbers will require double our University capabilities, and as wealth increases in a greater ratio than numbers, the 1-20th of a mill per dollar could hereafter be more easily paid than now. We trust, therefore, that the Legislature in its wisdom, will return to the policy of the act of 1867, (but unrestricted by its proviso,) for the time displaced by that of the act of 1869. Under this act, the wants of the University will reappear. With a fixed sum on one hand, and the increasing needs of an Institution constantly increasing the sphere of its activities on the other, the ratio of the aid to the wants is continually diminishing. We hope not to be misunderstood in these remarks. We

make them in no complaining spirit. We simply state the case as we think the facts logically require.

The aid furnished to the University by these Acts is accepted with the most sincere thankfulness. It is proving a great and timely benefit, and is effectually promoting objects that have long been felt to be of urgent necessity.

#### RESIGNATION OF PRESIDENT HAVEN.

It becomes our duty to report that Dr. Haven resigned his trust as President of the University on the 29th day of June last. The Board received the announcement with much regret. He had filled the position for six years with distinguished success and with the warm approval of all immediately connected with the University, as well as of the people of the State generally. The Board reluctantly accepted his resignation—he consenting, at the earnest solicitation of the Board, to occupy the position until other arrangement could be made. We have made earnest and anxious efforts to fill the vacancy, but as yet without effect.

#### PRESIDENT PRO TEM.

At a special meeting of the Board, held August 18th, Prest. Haven's services terminated, and Professor Henry S. Freize was unanimously elected President *pro tem.* of the University. We are happy to say that under his prudent supervision the affairs of the University have moved on with gratifying success. And we add that he has introduced the practice of vocal music in the Chapel exercises, a beautiful feature of the daily routine which we hope will become permanent.

But whatever uncertainty there may be supposed to be in the steps next to be taken by the Board, we find no reason to apprehend any disastrous events. On the contrary, we feel the assurance that our esteemed and prosperous Institution—

already an element of acknowledged power in the world of thought—will move forward with more than her past prosperity.

All of which is respectfully submitted.

J. EASTMAN JOHNSON,  
J. M. B. SILL,  
JAMES A. SWEEZEY,  
C. M. STOCKWELL,  
E. C. WALKER,  
GEO. WILLARD,  
THOS. D. GILBERT,  
HIRAM A. BURT.

## "A."

ANNUAL REPORT OF THE PRESIDENT FOR 1868-9.

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It becomes my duty for the last time, to make an Annual Report to the Regents, and through them to the Superintendent of Public Instruction, and to the People of the State, of the affairs of the University of Michigan.

Some changes were made in the Faculties at the beginning of the year, as follows: Charles A. Kent, M. A., was appointed Fletcher Professor of Law, in place of Ashley Pond, M. A., resigned; Martin L. D'Ooge, M. A., was appointed acting Professor of the Greek Language and Literature, in place of James R. Boise, LL. D., who had some time before resigned; Edward L. Walter, B. A., was appointed Assistant Professor of the Ancient Languages, in place of Prof. D'Ooge, promoted; Henry F. Lyster, M. A., M. D., was appointed Lecturer on Surgery, in place of Prof. W. W. Green, M. D., resigned; Henry S. Cheever, M. A., M. D., was appointed Lecturer on Therapeutics and Materia Medica, in place of Dr. S. G. Armor, resigned; Raymond C. Davis was appointed Assistant Librarian, and Wm. F. Breakey, M. D., was appointed Prosector of Surgery, and Associate Demonstrator of Anatomy.

The Faculties of the University, embracing all who assisted in giving instruction during the year, were as follows: (See Schedule "B" following this report.)

Two new departments of Instruction have been opened: Mechanical Engineering and Pharmacy. In Mechanical Engineering instruction is given in Mathematics, the English and French Languages, History, Physics, Theory and use of Instruments, Principles of Mechanism, Drawing, Theory of Frames, Geology, Metallurgy, Mill-work, and various other cognate subjects.



The great event of the year was a grant of aid by the State. unencumbered with any objectionable conditions. The grant made in 1867, of the promise of a tax of one-twentieth of a mill on a dollar, of the taxable property of the State, amounting to a little more than \$15,000 a year, was accompanied with the condition that the old law, which requires the appointment of a Professor of Homeopathy in the Department of Medicine should be carried out. The Regents endeavored to comply with the spirit of this law by offering to establish a School of Homeopathy in some other place than Ann Arbor, and to appropriate to its support a part of this \$15,000 a year, but the Supreme Court decided that such a course would not be a fulfillment of the law.

Not wishing to lose this valuable grant, which had been obtained by so much labor, and against so great difficulties, the Legislature of 1869 were requested to remove the obnoxious condition. For the courtesy of the Legislature in inviting me to deliver an address on the subject in the Hall of the House of Representatives, and for the candid and full discussion of the subject in both Houses, I desire to record my expression of thanks. The result was an amendment of the law, by which the University receives as aid \$15,000 a year. This is equivalent to an addition of more than \$200,000 to its permanent fund. This is, so far as I know, one of the noblest acts for higher education ever passed by the Legislature of an American State. From this time forward the cause of the University should be more rapidly onward and upward.

It may be proper also to state that the Supreme Court has been requested by mandamus to require the Board of Regents to execute the old law, "that there shall be at least one Professor of Homeopathy in the Department of Medicine and Surgery," but the Judges being equally divided in opinion upon the constitutionality of the law, the mandamus was not granted.

Although but a small portion of the money thus secured has been available during the year just closing, the University has begun to feel the healthful influence of this action of the State. Its friends are encouraged. Complaints of want of appreciation by the State have ceased. Provision is made for warming the Law Building, the Museum, and the Medical Building, by steam. A plan is in preparation for a Gymnasium. A new fence around the grounds will soon be made. A Hospital for the Medical Department is promised, and many improvements are projected.

In closing my connection with the University, I will not make any recommendations with reference to its future management. The care and wisdom of the Regents heretofore, are a guarantee that it will be judiciously managed hereafter. I hope that its broad and liberal basis will always be maintained. With the enlarged income now bestowed by the State, it will be practicable to continue and increase the various courses of study, while the Library, Museum, and other apparatus of instruction can be regularly improved.

I cannot take my departure from the University, where I have spent ten of the best years of my life, six as its President, without expressing my sincere thanks to the respective Faculties and the Board of Regents for their unvarying kindness to me personally, and I deem it not improper to bear testimony to their earnest labor for the best interests of the University. The manly and moral and religious character of the students has been especially gratifying, and I trust that a successful and brilliant future is before the University of Michigan.

E. O. HAVEN, *President.*

UNIVERSITY OF MICHIGAN, Aug. 19, 1869.

## "B."

*Names of Professors and other persons employed by the University, with their salaries respectively.*

Rev. Erastus O. Haven, D. D., LL. D., President of the University, and Professor of Moral and Mental Philosophy; salary \$2,500.

Rev. George P. Williams, LL. D., Professor of Physics; salary \$2,000.

Abram Sager, M. A., M. D., Professor of Obstetrics and Diseases of Women and Children; salary \$1,000.

Silas H. Douglass, M. A., M. D., Professor of Chemistry, Mineralogy, Pharmacy and Toxicology; salary \$2,000.

Alonzo B. Palmer, M. A., M. D., Professor of Pathology, the Practice of Medicine, and of Hygiene; salary \$1,500.

Alexander Winchell, LL. D., Professor of Geology, Zoology and Botany; salary \$2,000.

Corydon L. Ford, M. A., M. D., Professor of Anatomy and Physiology; salary, \$1,000.

Henry S. Frieze, M. A., Professor of the Latin Language and Literature; salary \$2,000.

DeVolson Wood, C. E., M. A., Professor of Civil Engineering; salary \$1,500.

Hon. James V. Campbell, LL. D., Marshal Professor of Law; salary \$1,000.

Hon. Charles I. Walker, Kent Professor of Law; salary \$1,000.

Hon. Thomas M. Cooley, Jay Professor of Law; salary \$1,500.

James C. Watson, M. A., Professor of Astronomy and Director of the Observatory; salary \$1,500.

Edward P. Evans, Ph. D., Professor of Modern Languages and Literature; salary \$1,500.

Edward Olney, M. A., Professor of Mathematics; salary \$1,500.

Rev. Andrew Ten Brook, M. A., Librarian; salary \$1,500.

Adam K. Spence, M. A., Professor of the French Language and Literature; salary \$1,500.

Charles K. Adams, M. A., Professor of History; salary \$1,500.

Moses Coit Tyler, M. A., Professor of Rhetoric and English Literature; salary \$1,500.

Charles A. Kent, M. A., Fletcher Professor of Law; salary \$1,000.

Albert B. Prescott, M. D., Assistant Professor of Chemistry and Lecturer on Organic Chemistry and Metallurgy; salary \$1,000.

George B. Merriman, M. A., Assistant Professor of Mathematics; salary \$1,000.

Stillman W. Robinson, C. E., Assistant Professor of Mining Engineering and Geodesy; salary \$1,000.

Martin L. D'Ooge, M. A., Acting Professor of the Greek Language and Literature; salary \$1,000.

Henry F. Lyster, M. A., M. D., Lecturer on Surgery; salary \$1,000.

Edward L. Walter, B. A., Assistant Professor of the Ancient Languages; salary \$1,000.

Henry S. Cheever, M. A., M. D., Lecturer on Therapeutics, *Materia Medica*; salary \$1,000.

Preston B. Rose, M. A., M. D., Assistant Professor of Chemistry; salary \$800.

George E. Frothingham, M. D., Demonstrator of Anatomy, and Curator of the Medical Museum; salary \$500.

William F. Breakey, M. D., Prosector of Surgery and Assistant Demonstrator of Anatomy; salary \$500.

Mark W. Harrington, B. A., Assistant Curator of the Museum of Geology, Zoology and Botany; salary \$400.

Henry S. Jewett, B. A., Assistant in Chemistry; salary \$150.

Eugene J. Weeks, Assistant in Chemistry ; salary \$150.  
 Raymond C. Davis, Assistant Librarian ; salary \$400.  
 John H. Burleson, Secretary and Steward ; salary \$1,000.  
 Abram Sager, M. D., Dean of Medical Faculty ; salary \$200.

Henry C. Firebaugh, Law Librarian ; salary \$110.

John Carrington, Janitor ; salary \$450.

James Ottley, Janitor ; salary \$450.

Robert Howard, Janitor ; salary \$450.

Gregory Naglee, Janitor ; salary \$400.

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“C.”

*Estimate of the expenses for the year ending July 1, 1870, as  
 presented by the Committee of Finance.*

For Salaries .....	\$53,685 00
“ Outstanding Warrants.....	1,150 00
“ New Catalogue General Library.....	300 00
“ Printing Catalogue.....	1,250 00
“ Repairs and alterations .....	1,500 00
“ Regents' and Visitors' Expenses.....	900 00
“ Postage .....	350 00
“ Insurance .....	1,200 00
“ Fuel and Lights .....	2,500 00
“ General Library.....	1,500 00
“ Law “ .....	500 00
“ Medical “ .....	300 00
“ Improvement of Grounds.....	300 00
“ Other Incidental Expenses.....	4,000 00
	<hr/>
	<u>\$69,435 00</u>

“D.”

ASTRONOMICAL OBSERVATORY, }  
*Ann Arbor, Dec. 20, 1869.* }

HON. J. E. JOHNSON—*Dear Sir*: In reply to your request for a brief statement of the scientific operations conducted by me, in addition to my duties as a Professor in the University, during the year ending July 1st, 1869, I have the honor to state that during the entire year I have carried forward the work upon which I have been engaged for several years, namely, the survey of the heavens in the regions of the ecliptic. My plan is to observe and catalogue the places of the stars, visible through our telescope, in the vicinity of the ecliptic, and more particularly in a belt of considerable extent north and south from the ecliptic, on each side of the equinoctial colure. This work is one involving immense labor, both in observing and in the subsequent reductions for the catalogue places of the stars; but when completed, it will be of great value to astronomers, not only as a contribution to sidereal astronomy, but also as a means of facilitating the discovery of unknown members of our solar system. In the course of the observations during the past year I had the fortune to discover six new planets belonging to our system, which had hitherto escaped the notice of astronomers. The dates of these discoveries were as follows:

July 11, 1868; August 15, 1868; September 7, 1868; September 13, 1868; September 16, 1868; October 10, 1868.

These discoveries were subsequently confirmed at other observatories in America and Europe, and the several planets were observed by me on every favorable night until they were lost in the approaching twilight.

In addition to these observations, I made the usual routine observations with the meridian circle for time and for position

of stars. I have also given the standard local time, by means of the electric telegraph, regularly, to many places in this and adjoining States.

I have made the requisite calculations for determining the elements of the orbits of the six new planets above mentioned, and I have also revised my treatise on *Theoretical Astronomy*, a new edition of which has lately been issued.

I am now engaged, in connection with Professor Peirce, Superintendent of the U. S. Coast Survey, in a work of great magnitude, and of great practical value to navigators, namely, in the preparation of new tables of the motion of the moon, the necessity for which, already apparent, was clearly established by the observations of the recent total eclipse of the sun. Of this work I shall speak more particularly in a subsequent report.

Very truly yours,

JAMES C. WATSON,  
*Director of the Observatory.*

## "E."

## OPERATIONS IN THE MUSEUM.

BY ALEXANDER WINCHELL, PROFESSOR OF GEOLOGY, ZOOLOGY,  
AND BOTANY.

No year in the history of the University has been marked by a more rapid growth of the Museum, a greater amount of work performed, or a greater interest in its contents, on the part of the public. Two large collections have been added, the one by bequest, the other by purchase. Dr. George L. Ames, late of Niles, a man of high standing in his profession, had attained a conspicuous position among the naturalists of the country. He had devoted an immense amount of labor to the collection and study of the plants and animals of the United States, when he was stricken down by valvular disease of the heart. A portion of his collection of insects had been placed in the Union School at Niles. The remainder, together with his vast magazine of dried plants, was presented by Mrs. Ames to the University. These specimens have been received; and the plants have been thoroughly invoiced and arranged. The total number of specimens of all kinds is about 22,500. The details are given in their proper place.

David Van Vechten was a practical man, who went from western New York to California and Nevada, where he spent several years among the mines, and accumulated a large mass of material, much of which was valuable, while some of the specimens possessed unique interest. Returning, about three years since, he deposited his collection in the University, with a view to sale. He removed to Michigan, was taken sick, and recently died. The executors of his estate finally consented to take \$200 for the collection. It contains about 1,000 entries and 1,788 specimens.

Other interesting additions will be specified in the sequel.



The rooms of the Museum are daily thronged with visitors from all parts of the country. Though it is estimated that not more than one-half of them register their names, the following have been recorded during the year ending with August last: September, 314; October, 541; November, 376; December, 304; January, 407; February, 446; March, 512; April, 278; May, 317; June, 391; July, 299; August, 355. Total, 4,540. It is probable there have been not less than ten thousand individual visits to the Museum during the year.

The efficiency and usefulness of the Museum have been greatly promoted by the assistance which has been furnished in the multiplied details of its management. Mr. Harrington's services have been of immense value. His rewards, pecuniarily, have been so meagre that I feel it to be equally a duty and a pleasure to testify to his knowledge, skill, fidelity, prudence and patience in the performance of his work. Considerable aid has been received from Messrs. J. B. Steere, A. B., E. L. Mark, H. W. Montrose, H. C. Markham, and S. T. Chamberlain, A. B. W. J. English, A. B., and E. L. Mark have acted as janitors.

#### I. DEPARTMENT OF GEOLOGY, ZOOLOGY AND BOTANY.

##### *I. Geology.*

Eight cases, holding 192 drawers, have been constructed for the accommodation of duplicates and specimens awaiting investigation; and provision has been made for the completion of the series of exhibition cases in the Paleontological Hall.

Some exchanges have been effected during the year with the duplicates of the Museum. The usual number of presentations has been made. The University has purchased the Van Vechten collection. The resumption of the State geological survey, under improved auspices, will result in a great augmentation of authentic specimens from Michigan and contiguous

regions. The University has very properly been made the headquarters of the survey.

The investigations in geology and paleontology have made some progress. In these I have been assisted by Mr. M. W. Harrington and Mr. T. C. Chamberlain. Among the more important results may be mentioned the determination of the existence of the "Marshall Group," in Tennessee, and in Venango County, Pennsylvania—a region which the highest authorities had asserted to be occupied exclusively by the "Chemung." Another interesting result is the discovery of abundant specimens of the peculiar genus *Syringothyris* throughout the Marshall sandstones of Ohio and Pennsylvania. This genus was originally founded on specimens known only in our Museum. These determinations have been based on collections submitted by Prof. James M. Safford of Tennessee, and Prof. E. B. Andrews and Rev. H. Herzer of Ohio. The scientific interest and importance of these discoveries will be understood by the geologist. They tend to settle, if they do not completely settle, a great geological controversy.

*Additions to the Museum in Geology.*

THE VAN VECHTEN COLLECTION. This was accumulated by David Van Vechten, an amateur geologist, during a residence of several years on the Pacific coast. It embraces the usual classes of specimens from the mining districts, and some very interesting mammalian remains from Table Mountain, Cal., among which are teeth and bones of *Mastodon*; tooth of an elephant; skull and horns of *Bos (latifrons?)*; bones and teeth of a fossil horse, and fragments of the skull and femur of man. These specimens acquire interest in connection with the questions relating to *fossil man* in California. The following is an analysis of the collection:

	Entries.	Specimens.
Ores, including gold, silver, lead, copper, manganese, a little antimony, and very little tellurium.....	350	700
Minerals.....	150	300
Lithological specimens.....	50	50
Fossils, Mammalian.....	15	25
“ Invertebrate.....	70	80
Geological specimens, unlabeled.....	300	500
Zoölogical.....	35	50
Botanical.....	25	75
Relics.....	8	8
Totals.....	1003	1788

J. F. STEWARD, Plano, Ill. Fifty-one entries of fossil plants from concretions in the Coal Measures of Mazon creek, Grundy county, Ill. In exchange for Lake Superior specimens collected by A. Winchell.

J. T. SCOVELL, M. D., Denver, Cal., (Alumnus.) Fifty-four entries, (65 specimens,) illustrating the mining geology of Colorado.

JOHN PEACH, Washtenaw county, Mich. A box of specimens of cannel and bituminous coals, galena, calcite, limonite, potters and fire clays, and associated rocks from the mines of H. & T. Simpson, Mountain Co., Mo.

NATURAL HISTORY SOCIETY OF ST. JOHNS, N. B. (Through the Smithsonian Institution.) Thirteen species of “Devonian Plants, collected by Prof. C. F. Hartt, at the ‘Fern Ledges’ near St. Johns, New Brunswick, and described in Jour. Geol. Soc., London, Vols. xviii and xix; and in Dawson’s *Acadian Geology*, 2d edition. Set No. xxxiii.”

JOHN H. HALL, Oxford, Chester Co., Penn. Twenty-one entries (60 specimens) of minerals from Lancaster and Chester counties, Penn. In exchange for Lake Superior specimens collected by A. Winchell.

A. E. FOOTE, M. D. (Alumnus.) A small vial of Chlorastrolites from Isle Royale.

C. W. DURHAM. (Alumnus ’69.) Specimen of Galena.

GEORGE W. LAWTON, A. M., Lawton, Mich. Gray calciferous sandstone from Bangor and Antwerp, Van Buren county, Mich.

M. N. BREWSTER, Houston, Texas. A large specimen of silicified wood from Texas.

WILLIAM FREEMAN, Milton, Canada. Plaster cast of a Lower Silurian trilobite, (*Asaphus gigas*).

M. W. HARRINGTON, Assistant. (1.) Section of a gypsum bed, "Salina group," Camillus, N. Y.

(2.) Two specimens of travertin, Camillus.

E. S. DEWEY. (Alumnus '69.) Ten geological specimens from southern Michigan.

JOSEPH BROWN, Lemont, Ill. A box of specimens of building stones from the quarries at Lemont.

Mrs. S. B. OLNEY, Ann Arbor. Snowy gypsum from Fort Dodge, Iowa.

J. B. STEERE, A. B. (Alumnus.) Glass sand from Monroe, Mich.

T. MONTGOMERY. (Alumnus.) Twenty-one specimens of Devonian fossils from Ontario.

C. T. HARRIS, M. D., Ann Arbor. Fragments of a scoriaceous meteorite, which fell in May, 1869, on the farm of D. F. Harris, Elkhorn, Wis. An analysis of this by Prof. A. B. Prescott, gives:

Silica .....	0.578
Sesquioxide of iron .....	.180
Alumina .....	.096
Lime .....	.024
Magnesia .....	.020
Potassa .....	.099
Loss, (including traces of manganese and soda) .....	.053
	<hr/> 1.000

## II. Zoology.

Arrangements have been made for the construction of a new case in the south-west corner of the zoological gallery.

The entire collection of birds has been rearranged and re-

labeled, so that the visitor can now read both the scientific and popular names of the species. The labels are supported by a new device which seems to be very effective.

The rearrangement and relabeling of the land and fresh water univalves has been completed; and the visitor can now read distinctly the name of each species. Many marine shells and other specimens have for the first time been arranged and placed on exhibition. Among these are the last deposit of shells from the Smithsonian Institution; and the specimens from the coast of Maine, received some years since from Dr. J. DeLaski. A collection of forty species (400 specimens) of duplicate shells—mostly marine—has been brought from the attic, where they had lain since the lifetime of Dr. Houghton, and worked over and packed away. The zoological specimens of the Foote collection, 40 in number, so far as received, have been worked up.\* The Cicades have been investigated and arranged; and the diurnal Lepidoptera further studied and catalogued.

Mr. Harrington, assisted to some extent, by T. C. Chamberlain, and Messrs. Mark, Markham and Montrose, has collected the following fresh specimens: Mammals, 14; Birds, 350; Reptiles, 15; Articulates, 1,250; Molluscs, 350. Total 1,979 specimens. Most of these have been identified and labeled.

Mrs. S. E. Becraft, a lady of Ann Arbor, has been occupied nearly four months as taxidermist to the University, and has given good satisfaction. She is still on duty. She has been principally engaged in renewing the illustration of our common species of birds and quadrupeds. Something over 200 specimens of birds have been mounted, and numerous skins preserved for exchanges. Mr. J. Hobson, the taxidermist of the Audubon Club, of Detroit, was employed to mount a fine panther and a boa constrictor.

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\* The *Insects* reported last year were subsequently taken by Dr. Foote, and sent to Philadelphia for determination, since which none have been returned.

*Additions to the Museum in Zoology.*

C. HAYNES, ESQ., Toronto, Ontario. A case of nine mounted birds, under glass, with the following inscription: "This case of birds from Guatemala, Central America, is presented to the University of Michigan by a member of the Young Men's Christian Association of Toronto, Canada, in grateful remembrance of the Detroit Convention of Associations in June, 1868, and of the visit then paid, by invitation of the authorities of the University, to Ann Arbor.

TORONTO, September, 1868."

The following is a list of the birds, so far as identified: 1. Trogon resplendens; 2. Dacris atricapilla; 3. Trogon Mexicanus; 4. Ramphocelus sanguinolentus; 5 and 6. Unknown; 7. Thamnophilus; 8. Cæreba cyanea; 9. Ramphocelus passerinii.

WILLIAM B. SAGER, Cheyenne, Neb. (1.) A Boa constrictor, seven feet in length, from South America.

(2.) Skin of a Panther, (*Felis concolor*,) shot near Cheyenne, Neb. These were presented through Professor Sager, M. D.

ESTATE OF GEORGE L. AMES, M. D., late of Niles, deceased. A collection of about 5,000 specimens of insects—mostly Coleoptera and Lepidoptera—pinned in close, glazed, portable cases.

HIS EXCELLENCY, DOMINGO F. SARMIENTO, President of the Argentine Republic, S. A. (1.) A fine specimen of the Condor of the Andes, (*Vultur gryphus*,) which, when living, probably measured nine feet from tip to tip of the wings. (Not yet mounted.)

(2.) *Chlamyphorus truncatus*, (Harlan.) A unique species of the family of armadillos, from the mountains of Chili, of which only one specimen is known to have hitherto reached North America, while only one exists in Europe.

FORD COLLECTION. Attached to the Ford Anatomical collection, purchased by the Board of Regents, were two or three

hundred specimens of shells, mostly marine, which have been transferred to the cabinet of zoology.

DR. C. B. PORTER, Ann Arbor. Plastron of tortoise, (*Emys meleagris*,) carved with his initials in 1838—found again in 1867, and found a third time in 1868. In thirty years this individual had varied but very little in size, as was demonstrated by the fact that one of the figures was still quite close to one of the sutures separating the shields of the plastron.

A. B. WOOD. Cutting by Beavers through the trunk of a Yellow Birch tree fourteen inches in diameter. The cut is diagonal, and measures sixteen inches in length. A fine specimen.

E. A. ELLSWORTH, Lafayette, Ind. *Storeria Dekayi*.

H. S. JEWETT, A. B. (Alumnus and Chemical Assistant.)

(1.) *Epeira insularis*, (Hentz,) from Dayton, Ohio.

(2.) Ten species of land and fresh water shells from Dayton.

(3.) Fifty specimens of insects from Dayton.

T. C. CHAMBERLAIN, A. B. *Storeria Dekayi*. Ann Arbor.

C. P. GILBERT, (Student.) Lower jaw and teeth of a Walrus, (*Trichecus rosmarus*,) from an inland lake, Newfoundland. Perhaps should be regarded a fossil.

J. B. STEERE, A. B. (Alumnus.) Two weasels, (*Putorius Noveboracensis*,) from Ionia, Mich.

J. C. STARKY, M. D. (Alumnus.) Bob-o-link, (*Dolichonyx oryzivorus*,) in winter dress—having been kept in a cage.

REV. L. D. BURCH, Ann Arbor. Skin of a very large specimen of the Wild Cat, (*Lynx rufus*,) from near Rochester, Oakland county.

M. KELLOGG. Deer mouse. (*Hesperomys leucopus*,)

J. T. SCOVELL, M. D. (Alumnus.) Larves of grain moth, (*Tinea granella*,)

E. HENDERSON, Homer, Mich. Lake-fly, (*Corydalis cornuta*,)

MRS. PROF. FRIEZE. Nest and Eggs of a Canary Bird.

M. W. HARRINGTON. Skull of Skunk, (*Mephitis chinga*,)

F. H. LEWIS, Adrian. A double-headed turkey chick.

*III. Botany.*

Mr. Harrington has expended a large amount of labor upon the botanical cabinet. The 300 specimens from Lake Superior, furnished by Dr. Foote, have been investigated, labeled, and arranged. The entire collection of plants has been looked over, enumerated, and classified; exchanges of duplicate specimens have been effected; a collection of 100 species of seeds remaining from the Houghton survey has been bottled, labeled, and placed on exhibition, and seeds of 40 species of plants have been added; the 7,000 specimens in the serial collection of plants of the Ames Herbarium have been catalogued, and the 10,500 specimens of duplicates have been carefully and laboriously indentified, catalogued, and put away. Mr. Harrington has also collected and preserved 500 fresh specimens from the vicinity of Ann Arbor, making 2,519 specimens in zoology and botany added by him during the year.

*Additions to the Museum in Botany.*

THE AMES HERBARIUM. The total number of specimens in the serial collection is 7,000. The total number of duplicates, 10,500. Grand total of specimens, 17,500. Total number of species, 1,375. Number of species new to the University Cabinet, 400.

This is a very important acquisition to the Museum. The Herbarium comprises, 1. A collection of New England plants, including some from the summits of the White and Green Mountains, most of which are new to the University. 2. A collection from the pine barrens and salt marshes of New Jersey, including a large number of rare plants new to the University. 3. A collection of Tennessee plants, among which are a few not mentioned in Gray's Botany, and new to the University. 4. A collection of plants from the vicinity of Niles, a few of which are new to the Flora of the State, as published, and also new to the University. Among these are *Stylophorum diphyllum* (Nutt.), *Draba Caroliniana* (Walt.),



*Silene nivea* (DC.), *Desmodium ciliare* (DC.), *Cenioselinum Canadense* (Torr. & Gray), *Stachys hyssopifolia* (Mx.), *Carex Steudelii* (Kunth.), *C. decomposita* (Muhl.), *C. adusta* (Booth), *C. aperta* (Booth), *C. panicea* (L.), *C. Careyana* (Torr.), *C. retrorsum* (Dew.), and others.

Among the duplicates of the Ames Herbarium are many desirable species, among which may be enumerated, *Atragene Americana*, *Lechea major*, *Hypericum ellipticum*, *Desmodium ciliare*, *D. sessifolium*, *Eryngium yuccæfolium*, *Polytænia Nuttalli*, *Archemora rigida*, and var, *ambigua*, *Eupatorium teucrifolium*, *Solidago thyrsoides*, *S. Muhlenbergii*, *Coreopsis tripteris*, *C. palmata*, *Stachys hyssopifolia*, *Onosmodium Carolinianum*, *Frasera Carolinensis*, *Scheuchzeria palustris*, *Goodyera repens*, *Liparis Læselii*, *Aplectrum hyemale*, *Carex Steudelii*, *C. adusta*, *C. aurea*, *C. plantaginea*, *C. Careyana*, *C. Schweinitzii*, *C. oligosperma*, *Glyceria acutiflora*, *Poa debilis*, *P. nemoralis*, *Eragrostis poæoides*, *Andropogon macrourus*, *Woodwardia Virginica*, *Ophioglossum vulgatum*, and many others.

A. WINCHELL. A collection of 151 species (63 specimens) of European plants.

H. S. JEWETT, A. B. Limb naturally grafted into a crotch of the same tree.

M. W. HARRINGTON. (1.) Forty species of seeds of wild plants from the vicinity of Ann Arbor.

(2.) Cone of *Pinus strobus* from Isle Royale.

REV. A. P. FOSTER, Springfield, Mass. Fifty-seven species of dried plants new to the University. Obtained by exchange.

GEORGE H. BRIGGS, Vicksburg, Mich. Fruit of the Yellow Nelumbo (*Nelumbium luteum*)—erroneously reported the Egyptian Lotus—from Vicksburg, Kalamazoo county.

MRS. CROSBY. Seeds of an unknown plant from Cuba.

GEORGE O. FRY. (Alumnus.) Fungus of the tribe Gasteromycetes, genus *Nidularia* (?) from Freeport, Ill.

MISS MARY H. CLARK, Ann Arbor. Specimens of *Triticum dasystachium* from the Grand Traverse region.

MRS. REV. SETH REED, Ann Arbor. Seed of "Shrub Palm," probably the Fan Palm, *Corypha umbraculifera* from Ceylon.

(2.) Spike of seeds of another Ceylonese (?) plant.

## SUMMARIES.

(1.) Additions during the year, (approximate.)

Geological, 1,163 entries, 2,062 specimens.

Zoological, 1,185 " 5,358 "

Botanical, 1,556 " 17,845 "

Totals,	3,904	25,265
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(2.) Grand aggregates (approximate.) In 1863, and again in 1866, I presented approximate estimates of the total number of specimens in the Museum under my charge. To exhibit the continued growth of this Department, I submit the following comparative statement:

	GEOLOGY.		ZOOLOGY.		BOTANY.	
	Entries.	Specimens.	Entries.	Specimens.	Entries.	Specimens.
1863.....	7,268	26,044	4,895	12,598	1,580	9,085
1866*.....	10,818	82,562	6,818	15,261	3,447	15,629
1869.....	12,898	86,966	8,194	22,408	5,586	84,236

Grand Totals: Entries, 26,128. Specimens, 94,604.†

## II. DEPARTMENT OF ARCHÆOLOGY AND RELICS.

Sixty entries of relics of the late war have been labeled and placed on exhibition. The following additions have been made:

VAN VECHTEN COLLECTION. About eight specimens from

\* The numbers for Botany, in 1866, as given, are less than originally reported, in consequence of a former over-estimate of one of the collections.

† It will be borne in mind that these numbers do not set forth the magnitude of the entire Museum, since they do not embrace the cabinet of Mineralogy, nor the specimens (even in Zoology and comparative Osteology) in the Museum of the Medical Department, nor the specimens of the Art Collections.

Alaska and California, besides the human remains already mentioned.

MRS. S. E. BECRAFT, Ann Arbor. Two Indian arrow-heads from southern Michigan.

"F."

LABORATORY OF ANALYTICAL AND APPLIED CHEMISTRY, BY  
PROF. S. H. DOUGLASS.

During the past year the Chemical Laboratory has been greatly enlarged, and now gives accommodation to over one hundred and twenty-five students. We annex a drawing of the ground plan.\* The building is detached from all other buildings, is heated with steam, ventilated by two of Sturtivant's fans, propelled by steam power, is fully furnished with steam and sand baths, assaying and smelting furnaces, gas, water, and in fact all the appliances for both instruction and research in the most advanced departments of this highly progressive science of chemistry. We feel warranted in saying that this laboratory will compare favorably with any laboratory in this country or Europe. The number of students who have received instruction in the various courses is as follows, viz:

Qualitative Chemical Analysis .....	189
Toxicology .....	51
Organic Analysis .....	25
Quantitative Chemical Analysis .....	2
Pharmacy .....	33
Determinative Mineralogy .....	17
Assaying .....	10

Since the laboratory has been enlarged, superior facilities have been given for the study and practice of Pharmacy, and the degree of Pharmaceutical Chemist has been conferred upon twenty-three young men who have completed this course

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\*This cut is too large for insertion in this Report.

of instruction. Thus the work of supplying the pressing demand for educated Pharmacists may be said to have fairly commenced. We anticipate that this department will be an instrument of great public good.

“G.”

#### THE UNIVERSITY LIBRARY.

The general library of the University consists of about 17,000 volumes. The first purchase was made by Professor Gray about the time of the opening of the central institution at Ann Arbor. For \$5,000 he purchased in England 3,707 volumes, which made a respectable beginning for a library. But from this time until 1861, about ten years, the income of the University fund was so small that nothing worth mentioning was expended for books. Since the year 1852 there has been about an average expenditure of \$1,500 per annum for books, periodicals, and binding. The selections have been well made, and the number of useless books is much smaller than in most collections of the kind. The library embraces works in all branches of study pursued in the University, and in some lying outside of the specific range of study, assigned to professorships; and it would often be found that libraries numbering several times as many volumes, would have but the same matter several times repeated.

The greatest deficiency of the library is in its supply of works for original, historical, and antiquarian research; works, however, which are scarcely to be expected in a western, or, indeed, in any American University, to any great extent.

There has been, until the present time, no catalogue of the library, nor is the catalogue as yet complete, but it will be so in a short time, and is even now ready for use. It is upon cards; the question of printing it will be one for the future action of the Board of Regents.

The library is open 10½ hours each day of term time, and a part of each day in vacation. It is a great resort for both

students and professors. The average number of persons making more or less daily use of the library is supposed to fall little short of 300, from the first of October to the end of March; from this latter time to the annual commencement, near the end of June, the attendance is very much less; and during the long vacation, from the last of June to the middle of September, it is still visited daily, but by only a few persons.

The library takes 78 literary and scientific periodicals—American and European—besides a considerable number of newspapers and magazines of a somewhat lighter order, furnished by the Students' Lecture Association, forming together a collection of popular periodical reading matter seldom, if ever found elsewhere, in connection with an educational institution. The appropriation made by the students is at present \$250 a year. The periodicals purchased by this appropriation are under the care of the officers of the library, and after their first use, become, by the original contract, a part of the library, and those which are worth the expense, are bound and entered upon the catalogue.

There is no discrimination made between students and others in regard to the permission to consult books in the library.

ANDREW TEN BROOK,  
*Librarian.*

UNIVERSITY OF MICHIGAN, }  
December 30, 1869. }

## ANNUAL REPORT OF THE STATE BOARD OF EDUCATION.

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The last year has been very successful, so far as the work of the Normal School is concerned.

But little change has taken place in the Faculty. Prof. J. Goodison resigned at the close of the last school year, and Prof. Louis McLouth was appointed to fill his place. The professorship of Elocution and English Literature was created, and Prof. A. A. Griffith was appointed to fill the chair. A very great want, which has always existed in the Normal School, is met. The duties belonging to this department have been performed by the teachers of other branches, and but little special attention could be given to them.

An appropriation was made by the last Legislature sufficient to enable the Board to complete the new Normal School edifice. The finishing, seating and heating have cost about \$8,000; the exact amount cannot be stated, as the bills are not all in. The seats were furnished by Sherwood & Co., Chicago. The furnaces are the Lawson, made by Fuller, Warren & Co., Troy, N. Y.; obtained from their branch house, Chicago.

The seats are admired by all who have seen them, and the furnaces give entire satisfaction.

The hitherto crowded condition of the Normal School is now relieved, and there will be room beside, so that a much larger number of pupils can be accommodated than have ever attended this institution.

The library will be increased during the coming year by the addition of many books much needed. Six hundred dollars have been appropriated for this purpose. A new piano has

been purchased for the musical department, and additions are to be made to the apparatus in several departments needing it.

With the several departments of the Normal School presided over by competent teachers, and with all the facilities for imparting instruction now enjoyed by this institution, we may feel assured that it will continue to command the confidence of the people, and will exert a wider influence over the schools of the State.

WITTER J. BAXTER, *President.*

DANIEL E. BROWN,

EDWIN WILLITS,

ORAMEL HOSFORD, *Sec'y, ex officio.*

# STATE NORMAL SCHOOL.

## REPORT OF PRINCIPAL.

TO THE HON. O. HOSFORD, *Supt. Public Instruction, and  
Secretary of Board of Education:*

I have the pleasure of submitting the following report for the year 1869, showing the continued prosperity of the Normal School. The statistics of attendance, &c., are for the

### *Winter Term of 1868-9.*

Classes A and B.....	93
Class C.....	83
“ D.....	41
“ E and F.....	45
	— 262

### *Summer Term of 1869.*

Classes A and B.....	61
Class C.....	80
“ D.....	41
	— 181

### *Fall Term of 1869.*

Classes A and B.....	107
Class C.....	84
“ D.....	72
“ E.....	26
	— 289

### CLASS GRADUATING MARCH 4TH, 1869.

Louisa A. Armstrong.....	Detroit.
Cora Brinkerhoff.....	Ypsilanti.
Emm E. Benham.....	Ypsilanti.
Hattie Hubbard.....	Battle Creek.
Ella M. Hayes.....	Ypsilanti.
Hattie E. Meachem.....	Bristol, Ind.
Alice Stark.....	Stony Creek.



Mary H. Underdunk.....	Battle Creek.
Chas. L. Baker.....	Coldwater.
L. G. Burked.....	Lawrence.
Edwin T. Curtis.....	Ypsilanti.
James C. Campbell.....	Augusta.
Chas. E. Davis.....	Troy.
Lucius E. Hall.....	Lamont.
Luke S. Montague.....	Unadilla.
Peter Shields.....	Unadilla.
H. W. Sabin.....	Lowell.
A. M. Webster.....	Bedford.
Emmons White.....	Mason.

Number of pupils receiving the Training Certificate at close of Winter Term of 1868-9 .....	13
At close of Summer Term, 1869.....	19

This number 32, against 75 who received the Training Certificate the year before, is due to the increased requirements for such certificate. The studies requisite for the Training Certificate will be found in the "Time Table" hereafter given.

The number of Normal pupils acting and trained as teachers in the Experimental School was 86.

In Spring Term .....	26
In Summer Term.....	30
In Fall Term.....	30

In the Experimental School the number of pupils was, in the—

	Winter 1868-'69.	Summer 1869.	Fall of 1869.
1st Primary.....	7	3	--
2d Primary.....	2	--	8
3d Primary.....	--	12	10
1st Intermediate.....	9	4	--
2d Intermediate.....	9	--	7
3d Intermediate.....	21	16	--
1st Grammar.....	30	9	22
2d Grammar.....	15	22	20
3d Grammar.....	13	5	31
High School.....	2	junior 14	H. s. j'n'r 11
" ".....	--	senior 3	H. s. s'n'r 5
	<hr/> 106	<hr/> 93	<hr/> 114

*Statistical Table of Attendance.*

YEAR.	No. of Term.	NORMAL SCHOOL.					EXPERIMENTAL SCHOOL.					Total Aggregate of Year.	Separate Pupils in both Departments.
		Ladies.	Gentlemen.	Total of Term.	Aggregate of Year.	Separate Pupils.	Boys.	Girls.	Total of Term.	Aggregate of Year.	Separate Pupils.		
1868	33	108	87	195	----	----	43	50	93	----	----	----	----
1868	34	178	111	289	484	381	52	62	114	207	192	691	573

If one would know how many are taught during the year, from January to January, the number in the 32d term not attending the 23d and 34th terms, may be added thus:

Separate Normal Pupils in Summer (33d) Term.....	205
Fall (34th) Term.....	176
Spring (32d) Term.....	137
	<u>518</u>

Making the total of separate pupils who have received instruction in either the Normal or Experimental School at least 710.

Representatives in the Legislature have each the right to appoint two pupils from his district, as members of the Normal School, who are excused from payment of the usual entrance fee. The appointment is good for one year, and is usually made in the following form:

DATE,.....18..

I hereby certify that ..... has been appointed by me to fill the next vacancy in the Michigan State Normal School, among pupils from this district.

Representative.....District,.....County.

Since last report fifty-five pupils have presented appointments from Representatives of the district whence they came, whose names, and by whom appointed, are given in the following list:

NAMES.	BY WHOM APPOINTED.
Emily Goodrich.....	Hon. Levi N. Goodrich, 3d Jackson.
Ellen Keeler.....	" " " "
F. M. Banter.....	" E. Bostwick, 2d Branch.
John Osinga.....	" John B. Lee, 1st Livingston.
Louisa Armstrong.....	" J. D. Hawley, 1st Wayne.

*Summer Term.*

R. F. Courter.....	Hon. Geo. Vowles, 3d Oakland.
S. S. Reed.....	" W. R. Eck, 1st St. Joseph.
Lena E. Howe.....	" G. G. Briggs, 1st Kent.
Anna S. Coman.....	" " "
D. S. Haskins.....	" J. M. Osborn, 3d Hillsdale.
Chas. S. Lee.....	" John B. Lee, 1st Livingston.
Inez Ellis.....	" A. A. Thompson, 2d Eaton.
Lida Hulse.....	" W. H. Hurlbut, 2d Van Buren.
L. C. Miller.....	" B. L. Baxter, 2d Lenawee.
Emily H. Lewis.....	" R. J. Grant, 1st Barry.
Viola Barnum.....	" " "
C. Hall.....	" John E. Blake, 1st Ottawa.
Walter Tracy.....	" Joseph Weir, 1st Monroe.
M. Deven.....	" M. L. Gay, 2d Livingston.
E. J. McEwen.....	" Thos. J. Slayton, 2d Kent.
E. White.....	" G. P. Sanford, 1st Ingham.
Elida Hall.....	" E. M. Hunt, 1st Eaton.
W. L. Swann.....	" J. N. Ingersoll, 1st Shiawassee.
Martha Rood.....	" E. A. Brownell, 2d Lapeer.

*Fall Term.*

E. F. Anderson.....	Hon. E. M. Plympton, 2d Berrien.
Roxy Butler.....	" Adam Elliott, 2d Barry.
Mary Bodine.....	" A. A. Thompson, 2d Eaton.
J. O. Butler.....	" Bela Cogshall, 2d Oakland.
E. L. Baker.....	" J. H. Jones, Senator 3d Dist.
Emma Croman.....	" J. H. Hubbard, 1st Jackson.
O. F. Carus.....	" Geo. Vowles, 3d Oakland.
Luanna Carus.....	" Aaron Sickels, 2d Clinton.
G. A. Cady.....	" G. W. Swift, 4th Wayne.
Mary Fowler.....	" A. A. Thompson, 2d Eaton.
Philip Farrell.....	" O. Newman, Midland.
Ellen Gleason.....	" Aaron Sickels, 2d Clinton.
Emma Gage.....	" E. Bostwick, 2d Branch.
Chas. C. Hopkins.....	" Bela Cogshall, 2d Oakland.

NAMES.	BY WHOM APPOINTED.
Hall.....	Hon. Henry H. Holt, Muskegon.
C. Lawrence.....	" Robert V. Briggs, 8d Wayne.
F. Mockridge.....	" Isaac D. Beall, 8d Branch.
Melville.....	" A. Prutzman, Senator 14th Dis.
Melville.....	" " " "
McFarlan.....	" Jas. W. Romeyn, 1st Wayne.
Reed.....	" W. R. Eck, 1st St. Joseph.
Smith.....	" P. Lane, 1st Saginaw.
Stacy.....	" Victor A. Dusseau, Monroe.
Radsworth.....	" " " "
Whitney.....	" F. C. Kendrick, 2d Macomb.
Van Vleet.....	" L. Hutchinson, 2d Calhoun.
Van Fossen.....	" Chas. Shier, 1st Washtenaw.
V. Stockley.....	" Wm. D. Williams, Ontonagon.
Ruddiman.....	" J. W. Romeyn, 1st Wayne.
Fitch.....	" D. L. Crossman, 2d Ingham.
Fitch.....	" " " "

## COURSE OF STUDY—PREPARATORY CLASS.

ical Arithmetic.	Reading.	Spelling.
sh Grammar. Synthetic.	Geography.	Penmanship.

## COURSE OF STUDY IN NORMAL SCHOOL—FIRST YEAR.

<i>Winter Term.</i>	<i>Summer Term.</i>
entary Algebra.	History.
ing or Vocal Music.	Vocal Music or Elocution.
raphy, Physical.	Arithmetic, Analytical.
ing.	Training Class.
mar, Analytical.	Writing and Book-Keeping.

## SECOND YEAR.

<i>Winter Term.</i>	<i>Summer Term.</i>
perimental School and Training	Experimental Sch'l and Training.
sons.	Higher Algebra.
al Philosophy.	Latin (No. 2) and German (No. 2.)
ric.	Botany.
etry.	Professional Training.
, begun (for Gentlemen.)	
an, begun (for Ladies.)	

## NORMAL TRAINING CERTIFICATES CONFERRED—THIRD YEAR.

*Winter Term.*

Latin (No. 3) and German (No. 3.)

Experimental School Work.

Trigonometry and Ap'ld Mathematics. Greek No. 2. French No. 2.

French and Greek, begun; Greek by

Gentlemen; French by Ladies.

Chemistry.

*Summer Term.*

Latin (No. 4) and German (No. 4.)

Experimental School.

## FOURTH YEAR.

*Winter Term.*

Intellectual Philosophy.

Latin No. 5. German No. 5.

Greek No. 3. French No. 3.

History of Education and School

Laws of Michigan.

Experimental School.

*Summer Term.*

Philosophy of Education.

Latin No. 6. German No. 6.

Professional Ethics.

Greek No. 4. French No. 4.

TABULAR STATEMENT AND TIME TABLE.

PREPARATORY CLASS.		1st HOUR. Arithmetic (A.) ad. Grammar (B.)	2d HOUR. Spelling.	3d HOUR. Arith. (A.) beg.	4th HOUR.	5th HOUR. Geography (A.)
NORMAL.		1st HOUR.	2d HOUR.	3d HOUR.	4th HOUR.	5th HOUR.
1st YEAR.	Winter.	Elementary Alg. (C.)	Reading or Vocal Music.	Geog. Phys. (C.)	Drawing.	Grammar (C.)
	Summer.	History.	Vocal Music, or Elocution.	Arith. Phil.	Training (C.)	Writing and Book-keeping.
2d YEAR.	Winter.	Training and Model.	Nat. Philosophy.	Rhetoric.	Geometry.	Latin, (begun.) Grammar, (begun.)
	Summer.	Model.	Algebra (D.)	Latin (No. 2.) German (No. 2.)	Botany.	Prof. Training.
3d YEAR.	Winter.	Latin (No. 3.) German (No. 3.)	Model.	Trigonometry and App. Math.	Greek, (begun.) French, (begun.)	Chemistry.
	Summer.	Latin (No. 4.) German (No. 4.)	-----	Model.	Greek (No. 2.) French (No. 2.)	Geology.
4th YEAR.	Winter.	Int. Philosophy.	Latin (No. 5.) German (No. 5.)	Greek (No. 3.) French (No. 3.)	Hist. Ed.	Model.
	Summer.	Philosophy Ed.	Latin (No. 6.) German (No. 6.)	-----	Ethics. Ed.	Greek (No. 4.) French (No. 4.)

\* THE numbers in the above Course in Languages, indicate the number of Terms the pupil has pursued the study, and the extent will be found under the appropriate heading in the following General Explanation.

## GENERAL EXPLANATION.

## PROFESSIONAL INSTRUCTION.

Professional Instruction given in the Normal School, consists of:

Methods of teaching Spelling and Reading; methods of teaching Arithmetic, Geography, Grammar, and generally whatever subject is taught in classes is given with reference to the best methods of *teaching* it, together with the pedagogic axioms applicable to each step, by which to test the correctness of the methods, as, *e. g.*:

The educational principle relating—

To a thorough knowledge of the Subject;

“ presentation in Logical order;

“ the Pupil's degree of Maturity;

“ “ “ Self Activity;

“ “ “ Progress from the Known to the Unknown;

“ “ “ “ “ Easy to the Difficult;

“ “ “ “ “ Simple to the Complex;

“ “ “ “ “ Single to the Combined;

“ “ “ “ “ Concrete to the Abstract;

“ “ “ “ “ Empirical to the Rational, &c., &c.

## SPECIAL PROFESSIONAL INSTRUCTION.

For convenience, we designate our classes by letters: The (A and B) are Preparatory. The (C) class pursue studies belonging to the First Year. The (D) class those of the Second Year. The (E) those of the Third Year, and the (F), those of the Fourth Year.

Special training begins with the (C) class, second term, according to the following outline:

(A.) ELEMENTS PHYSICAL EDUCATION.—Value of the Body—importance of its proper development and training. The bones—muscles—nervous system—Digestive apparatus—Circulatory apparatus—Apparatus for breathing—the Skin and its appendages.

The uses of each of these divisions of the body, and the means necessary to their proper development and right action—importance of good habits in respect to position in sitting, standing, &c.—in respect to food, exercise, rest and sleep. Bodily health and vigor necessary to the best and highest mental activity, and to success in the work of teaching.

**INTELLECTUAL EDUCATION.**—General divisions and definitions of the faculties of the mind.

A brief discussion of the order in which these faculties are developed.

The means of development and training.

The three natural divisions, or periods of intellectual development and growth.

Childhood, Youth, and Early Maturity,—the powers which are especially developed in each period.

**THE PERCEPTIVE POWERS**—How best developed and trained—the nature and purpose of Elementary or Primary instruction—Oral Teaching, or Lessons by means of objects—Designs—Matter—Preparation—Methods of Teaching.

In the (D) class instruction will be continued in Methods of Training the perceptive powers, by—

**COLORS** and **Forms** of Natural Objects—**Sounds**—Elementary—of Human Voice—of Animals—of Birds—Modification of, by distance, &c. How to make up and present Developing lessons on Trees, Shrubs, Bushes, Vines, Flowers, Grain, Vegetables, Fruits, Nuts, Seeds, &c. On Parts of Human Body, Air, Water, Rain, Snow, Hail, Vapor, Steam, Dew, Frost, Fog, Clouds, Sun, Moon, Stars.

**NUMBER**, counting by objects, Currency, Drawing straight lines. Object lessons in **LANGUAGE**, words by Word-Method without a book; Stories, objects enumerated, Moral Stories, &c. Gymnastics for children—Singing. Discriminate carefully between Object Lessons and Lessons on Objects.

By referring to the Course of Study in the Preparatory Department, the usual list of subjects for training the observing faculties may be found.

Then follow Lectures on Organization of District Schools, Principles of Classification, Discipline, Management—Government, Attendance, Truantism, Tardiness—Incitements to Study, School Room Duties—Relation of Teacher to Pupil—to Parents—to SOCIETY, MORAL AND RELIGIOUS training in Schools.

In both the (D) and (E) Classes work in the Experimental School is assigned to pupils, to be done under the supervision of experienced teachers, and so arranged that special practice may be given in each branch of study.

Careful observation of the pupil's practice is made and his **APTNESS** in teaching; his **INTEREST** therein, and **EARNESTNESS** and **SUCCESS** are made the criteria on which to found special recommendations for future employment.

According to the time which may be spared for the purpose, to the (E)



or (F) classes, Lectures on the School Laws of Michigan, and upon the History of Education, Oriental, Classic and Modern, will be given.

In the (F) class, [Senior], beside the Text-Book instruction in Intellectual Philosophy, Lectures are given on the Philosophy of Education, with mainly the following range of topics: Education, What; of Man—Physical importance of a well developed body, Mental—Philosophy of Education based upon a knowledge of Psychological powers, analysis of such powers; Minute and careful analysis of the Mental acts concerned in each; The precise definition of each power based on such analysis; The order of development and growth of each group of faculties. Transition—Out of the law of development and growth are evolved certain Pedagogic or Educational axioms or principles useful as tests of all methods of instruction—to determine the selection of materials therefor, and the proper presentation of the same; Examination of the studies and subjects employed in school education—The peculiar CULTURE secured by each. How only symmetrical culture can be reached, grouping of studies for each period of mental and physical growth. Classification of the sensibilities, their culture and control; The immense importance of careful attention to such culture and control. The WILL; how to strengthen and guide it. Culture of Conscience—Direct and reflex, influence of body AND SPIRIT.

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## VOCAL MUSIC.

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### MODEL SCHOOL.

PRIMARY GRADE.—Pupils are taught to sing easy songs by rote, Beating Time, and to sing the Major Scale, applying the syllables Do, Re, Mi, &c., and the Numerals. The proper Use of the Voice in Singing is taught by imitation.

### SECONDARY AND GRAMMAR GRADE.

Exercises on the Blackboard and from the "School Song Books" must be sung by note. Pupils are also required to sing the Major, Minor, and Chromatic Scales, applying Syllables and Numerals. Songs by rote, and the Cultivation of the Voice by imitation.

### HIGH SCHOOL.

In this class pupils are required to sing entirely by note, Solfeggios, Scales, Solos, and Two and Three-Part Songs. Boys being subject a this age to a change of voice, are not allowed to sing.

## NORMAL SCHOOL.

Class in Vocal Music, Musical Notation, Singing and Writing of the Major, Minor and Chromatic Scales in all the keys. Explanation and Writing of the INTERVALS, Cultivation of the Voice, and the Physiology thereof; Methods of Instruction.

## CHOIR OR ADVANCED CLASS.

Practice of Church Music, Selections from the Works of the Great Masters, Glees, Solo and Quartette Singing.

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GEOGRAPHY.

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INSTRUCTION in this subject occupies two Terms. Elementary Geography is taught in the Preparatory Class, and comprises first lessons on the United States by river basins, commencing with the St. Lawrence system, followed by the Atlantic Coast system, the Gulf system, the Pacific system, the Inland system. The outlines of General Geography are next taught, embracing position, form, size, motions and lines of the earth, with elementary definitions of the forms of contour and relief. This is followed by a study of the Continents and Oceans. The study of the Continents includes their position, boundaries, form and area, capes, peninsulas, islands, surface (plateaus, mountains, low-lands), climate, germs of vegetation, distribution of animals, races of men, political divisions.

Frequent comparisons are made between the different countries considered. Instruction is given orally, the only text-book being an atlas.

The Advanced, or "C" Class is occupied with a thorough study of General Comparative Geography as established by Carl Ritter, followed by as full an account of the comparative geography of the continents and oceans, as time allows. Pupils make use of a text-book which is supplemented by oral instruction. The class first receives a course of oral lessons upon the Earth as a planet in which are discussed its origin, position in space, form, size, motions, modes of determining position upon its surface. The text-book is then taken up at the section on Meteorology, followed by oral lessons on the nature of the earth's interior. The concluding topic, the surface of the earth is taught, partly from the text, partly orally. The topics considered are the structure of the surface including forms of contour and relief, and the modes of representing them; the grouping of the continents, and their comparative contour and relief; Hydrography and climate from the text-book, distribution of organic life and action of man upon the earth.

This class also receives a course of lessons on Methods of Teaching Geography, in which are discussed Geography as a Science; Classifications of Geography; Natural order of topics; Rules of Method; Application to the different grades of schools; Order of topics, and modes of presentation appropriate to each. Primary Instruction in Geography is considered under the heads proper, point of departure the home, reasons for this, natural features to be studied first, the river basin a natural geographical unit, order of lessons and modes of presentation. The principles of which should govern advanced teaching are discussed, and reference made the methods of the elementary and "C" classes as models of the course to be pursued.

#### DRAWING.

One term is given to the study of this subject. The limited time does not permit the acquisition of great manual skill in the art, but pupils receive a thorough grounding in principles. Real objects and not copies form the subjects of the lessons, and the laws of Perspective are learned by observation. The lessons include drawing the geometrical solids and objects of similar form, construction of shadows and reflections, leaf and flower forms, and the elements of Linear Perspective. In addition a drill in printing on the blackboard and in drawing lines, angles and plane figures is given.

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### DEPARTMENT OF MODERN LANGUAGES.

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#### A.—IN THE GERMAN.

**FIRST TERM. [FALL.]**—Reading-Writing Method. Affinity between the German and English. Words of a PERFECT and IMPERFECT inflection. Declension of Nouns. Auxiliary Verbs for the formation of sentences. Practical application as far as possible.

**SECOND TERM. [SPRING.]**—Words, having a CONDITIONAL inflection. Soft, or weakly inflected verbs. Separable and inseparable compound verbs. Verbal compounds. Reflexive verbs. Active and passive voice. Numerals. Practical application as far as possible.

**THIRD TERM. [FALL.]**—Words having an INDEPENDENT inflection. Prepositions; their peculiarities and government. Conjunctions; their influence upon the collocation of words and construction of the sentences in German. Reading, always however with reference to grammatical principles, taught thus far. Practical application.

**FOURTH TERM.** [SPRING.]—Inflection of strong verbs. Irregular verbs. Peculiarities of the mode. Auxiliary verbs. Adverbs. Interjections. Analysis of reading matter. Practical application.

**FIFTH TERM.** [FALL.]—Short synopsis of the whole grammar as a review. Reading with analysis, and with reference to the explanation of idiomatic expressions. Practical, but as yet, LITERARY conversations, about matter read and analyzed. Writing of letters, narratives, fables, etc. Selections from Theodore Körner's works.

**SIXTH TERM.** [SPRING.]—FREE conversation in German between teacher and pupil throughout the whole term. Description of objects in German, by the pupils. Continuation in Theodore Körner's works. Letters, Receipts, Invitations, Bills, etc. Method of teaching the German language.

#### B.—IN THE FRENCH.

**FIRST TERM.**—Generally as far as lesson XXXVIII in Fasquelle's New Method.

**SECOND TERM.**—Formation and characteristics of tenses. Introduction of some irregular verbs. In general, about the equivalent to the LXTH Lesson in Fasquelle.

**THIRD TERM.**—Irregular verbs, continued. Reading lessons—"Trois mois sous la neige," or "La bataille de dames"—Fasquelle to Lesson LXXX.

**FOURTH TERM.**—To Lesson C. in Fasquelle. Colloquial exercises. "Histoire de Charles XII," or "Les Aventures de Telemaque," or "La Berline de Pemigre." Letters, fables, etc.

#### LATIN AND GREEK.

The claims of these studies in a liberal system of education have been recognized in our State, and ample provision has been made for them in our Public Schools. Therefore an institution for the education of the teachers of the State, cannot overlook the demands made to supply this department. Hitherto the study of these languages in the Normal School has been for the most part optional, and a very limited amount of time devoted to them. It is now proposed to require from candidates for our highest diploma, such a knowledge of Latin and Greek as will qualify them to meet the wants of our Union Schools. It is the purpose of this department to impart a thorough training in the rudiments and principles

of these languages, and instruction as to the best method of teaching them. With undergraduates we shall attempt nothing more. Opportunity will, however, be afforded those desiring to pursue a higher course with us.

THE FIRST YEAR in Latin is devoted chiefly to Etymology; developing only so much of syntax as is necessary to success in this. As a text-book we consider Harkness' Arnold's First Latin Book best suited to this work. During the last part of this year selections are read from the Latin Reader.

THE SECOND YEAR is devoted to a careful study of Syntax. Selections are read from Cæsar's Commentaries and Cicero's Orations.

THE THIRD YEAR is devoted to a more critical study of Syntax. Selections from Cicero are still read during one-third of this year. The remainder of the year is spent in Virgil's *Æneid* with the study of Prosody, and of the differences in construction and arrangement, between Prose and Poetry. Harkness' Introduction to Latin Composition accompanies the last two years of the Latin course. The course in Greek embraces two years. The same method is pursued in this as in the first two years of the Latin course. The text-books for THE FIRST YEAR are Whiton's Companion Book and Hadley's Greek Grammar; for the SECOND YEAR, Boise's First Three Books of the *Anabasis* and Arnold's Prose Composition.

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## MATHEMATICS.

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ARITHMETIC.—It will be observed that to be admitted to the Normal Course proper, the student is required to have completed what is usually termed Practical Arithmetic, and to be prepared to commence the study of Algebra. Provision is however made, by means of the Preparatory Course, for those who may fail to pass the prescribed examination in this department of Arithmetic.

The Training work embraces a full and carefully arranged course in methods of Primary teaching of Number, in which the theory presented by the lectures is constantly supplemented by the art as illustrated by the actual teaching, before the class, of pupils of the proper grade from the Experimental School.

The study of Higher Arithmetic is arranged for the second term of each year, the class being composed of those who have sustained themselves in an examination in Elementary Algebra. The work in this branch is the application of Algebra to the development of the Philos-

ophy of Arithmetic, together with reviews, and extended elaborations of the Methods of teaching Arithmetic in its different departments.

**ELEMENTARY ALGEBRA.**—This branch is studied during the first term of each year, and embraces, in connection with training in Methods, what is usually presented by our text-books as far as the "Progressions."

**GEOMETRY.**—To this study the student regularly comes from his examination in Higher Arithmetic. The work is that of our common text-books on Plane, Solid, and Spherical Geometry, constant reference, however, being had to the development of the power of original demonstration and investigation beyond the limits of the author.

**HIGHER ALGEBRA.**—This branch, following Geometry during the last term of each year, is commenced with the subject of "Series," and pursued through the "Theory of Equations," as presented by our common complete treatises upon this science. To this is added a full analysis of the various topics of the subject, with careful elucidation of Methods of Teaching.

**TRIGONOMETRY.**—In its two departments, follows Higher Algebra, during the first half term of the year, and is introductory to a short course in the higher applications of Algebra to Geometry and Mechanics.

**APPLIED MATHEMATICS.**—Herein is embraced a practical course in Surveying and Astronomy, extending through the year.

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## GRAMMAR—B.

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### FIRST TERM PREPARATORY.

- 1st. Study of the English sentence, with special reference to simple and elementary forms.
- 2d. Words—as material with which to construct propositions.
- 3d. Synthesis.

### GRAMMAR C. FIRST NORMAL YEAR.

- 1st. Elements of the language reconsidered. Special attention paid to abnormal and complicated forms of sentence, and to the properties of words.
- 2d. Different systems compared.
- 3d. Extended, eclectic classifications of the whole subject.
- 4th. Methods of illustrating the definitions and powers of words before primary classes.

## COMPOSITION FIRST TERM.

1st. Writing with regard to correctness in orthography, grammar, use of capitals, &c.

2d. Reading essays, subject to criticism in attitude, articulation, &c.

## COMPOSITION SECOND TERM.

1st. Writing with regard to full development of the theme as a subject of consecutive thought.

2d. Oral instructions in Prosody.

## DEPARTMENT OF ENGLISH LITERATURE AND ELOCUTION.

1. **ENGLISH LITERATURE AND RHETORIC.**—In this class is taught the Origin of Language, aim of Composition, Cultivation of Style and Taste, and the analysis of the best Authors secures practical results.

2. **ELOCUTION AND EXPRESSION—VOCAL PHYSIOLOGY.**—How to breathe, and manage the breath in Vocalizing. **QUALITIES OF TONE**, Pure and Impure; Impure subdivided into Orotund, Guttural, Aspirate and Tremor Quality. **EXERCISES IN QUALITY**, largely dwelt upon, as monotony is broken thereby. Necessity of **ARTICULATION** now perceived. Vocal, sub-vocal and aspirate elements, mastered, with Inflection and Circumflex. **TRANSITION OF VOICE** next, through the range of speaking compass **TEN NOTES**. Every individual capable of such transition. **EMPHASIS AND STRESS**, radical—vanishing—median—and compound—Mastery of these with quality, essential to the expression of varied thought. **PERSONATION VOCAL AND FACIAL**. **GESTURE**—Position of body, sitting and standing—use of hands and arms—Palms up—or down, enforcing positives or negatives of speech. **COMBINATION EXERCISES** throughout the course, securing **POSITION, GESTURE and VOICE—[PRACTICAL]**—**MODEL** Readings, and exercises showing how to teach these Principles.

## READING AND ELOCUTION IN MODEL DEPARTMENT.

The aim in these classes is to show how aptly children can be taught **EXPRESSION**, and made to apply all the **QUALITIES OF VOICE, INFLECTIONS and STRESS**—when taught these principles at first, by **APPROPRIATE MODELS**. Monotony is unknown, and the interest of pupils is awakened by the sentiment of the lesson, and much emulation is manifested to excel in its appropriate rendering. Elements of language and elements of expression are taught in conjunction. Those preparing to teach have

an opportunity to test their progress as teachers of elocution, with these classes.

#### BOOK-KEEPING AND CORRESPONDENCE.

The demand for instruction in Book-Keeping and Business forms, is to be met by the graduates in the Training Course, who receive careful tuition in Single and Double Entry forms, with notes, receipts, checks, drafts, business letters, etc. PENMANSHIP is taught by principles.

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### NATURAL SCIENCE.

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**CHEMISTRY.**—In addition to the ordinary instruction in connection with the text-book, demonstrative experiments are made before the class during their ADVANCE, with such instruction in preparing experiments and in manipulation as will be of service to them in teaching. During their REVIEW, a set of simple salts, soluble in water, is furnished them, together with the reagents necessary for analysis, and each member of the class is required to determine and prove what is the base and what is the acid forming each salt, stating the color, form and appearance of precipitates, &c.

**NATURAL PHILOSOPHY.**—The subject will be taught topically in all its departments, and the demonstrative experiments will be made as full as time, means, and the nature of each topic will allow.

Pains will be taken to show how many of the important and leading principles of the science can be taught and illustrated by means of simple and inexpensive apparatus.

#### GEOLOGY AND BOTANY.

The design is to teach those branches in such a manner as to give, not merely a knowledge of the subjects, but also to show how they may be made of value to the teachers in the various grades of schools in our State—and to show how and what to observe in the mineral and vegetable worlds.

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### TEXT-BOOKS.

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#### NORMAL DEPARTMENT.

Stoddard's Complete Arithmetic.	Wood's Class-Book of Botany.
Robinson's Higher Arithmetic.	Rolfe and Gillett's Natural Philos.
Bellow's Analysis of Arithmetic.	ophy.



Robinson's Elementary Algebra.	Wells' Geology.
Robinson's University Algebra.	Stockhardt's Chemistry.
Robinson's Geometry.	Wayland's Intellectual Philosophy.
Bellow's Trigonometry.	Fasquelle's French Method.
Sill's Synthetical Grammar.	Fasquelle's Telemaque.
Welch's Analysis of the English Sentence.	Harkness' Latin Grammar.
Bain's Rhetoric.	Harkness' Latin Reader.
Griffith's Drill-Book of Elocution.	Harkness' Introduction to Latin Composition.
Griffith's Lessons on Elocution.	Frieze's Virgil.
Mayhew's Practical and University Book-Keeping.	Johnson's Cicero.
Payson, Dunton and Scribner's Penmanship.	Spencer's Cæsar.
Colton's American School Atlas.	Hadley's Greek Grammar.
Brockelsby's Physical Geography.	Whiton's Companion Book.
	Boise's Anabasis.
	Arnold's Greek Prose Composition.

## EXPERIMENTAL DEPARTMENT.

Robinson's Rudiments of Arithmetic.	Webb's Word Method.
Stoddard's Intellectual Arithmetic.	Griffith's Drill Book of Elocution.
Stoddard's Complete Arithmetic.	Griffith's Lessons on Elocution.
Davies' Elementary Algebra.	Wood's Object Lesson Botany.
Sill's Synthetical Grammar.	Quackenboss' U. S. History.
Welch's Analysis of the English Sentence.	Hooker's Child Book of Nature.
Hillard's, Parker and Watson's, and Sanders' Readers.	Guyot's Primary Geography.
	Guyot's Intermediate Geography.
	Spencer's Penmanship.

The Course of Study in the Experimental School, is as follows:

## EXPERIMENTAL SCHOOL.

## PRIMARY DEPARTMENT—FIRST GRADE.

Facts in Natural Science, by oral lessons. Primary Colors—by any objects having them.

*Botany*.—Trees, Shrubs, Bushes, Vines, Flowers, Grains, Vegetables, Fruits, Nuts, Seeds, &c.

*Physiology*.—Parts of the Human Body.

*Natural Philosophy*.—Air, Water, Rain, Snow, Hail, Vapor, Steam, Dew, Frost, Fog, Clouds, Sun, Moon, Stars.

*Mathematics*.—Counting by objects, Time Table, Currency, Drawing Straight Lines.

*Language*.—Words by Word Method and Familiar Talks; Things before Names; Stories; Gymnastics; Singing.

PRIMARY DEPARTMENT—SECOND GRADE.

*Botany* continued—Simple Leaf and Flower Forms; Trees and Wood.

*Zoology*.—Animals—Mammals, 1st, Two-handed; 2d, Four-handed; 3d, Flesh-eating; 4th, Cud-chewing; 5th, Thick-Skinned; 6th, Gnawers—Color, Form, Size, Habits, Food, Use and Speed of Domestic Animals.

*Natural Philosophy*.—Color, Scale of Tints and Shades of Primary, Simple Properties of Matter.

*Mathematics*.—Counting by Objects continued—Addition and Subtraction to 5's, Long and Liquid Measures by objects; Drawing Angles and Plane Figures.

*Language*.—Webb's Primary Reader, Printing Words, Sounds of Vowels, Combinations with Consonants, Moral Stories, Maxims, Concert Verses, Singing, and Gymnastics.

PRIMARY DEPARTMENT—THIRD GRADE.

*Botany* continued—Leaf and Flower Forms, (Compound Leaves, Parts of the Flower, Root Forms, Fruits.)

*Zoology*.—Birds, 1st, Flesh-eaters; 2d, Perchers; 3d, Climbers; 4th, Scratchers; 5th, Waders; 6th, Swimmers.

*Natural Philosophy*.—Simple Experiments.

*Secondary Colors*.—With Tints and Shades.

*Mathematics*.—Counting, Writing and Reading Numbers to 1,000; Addition and Subtraction extended; Multiplication and Division by objects to 5's; Tables of the Weights and Measures by objects; Drawing Angles and Simple Figures.

*Language*.—Webb's Reader finished; Printing continued; Spelling by Sound; Concert Verses; Stories; Singing, &c.

## INTERMEDIATE—FIRST GRADE.

Operations in Simple Rules; Simple Fractions; Multiplication and other Tables; Writing Numbers extended; Roman Notation; History and Elementary Geography by oral Lessons and Stories.

*Second Reader*.—Fifty pages; Printing and Sound Spelling continued; Singing, &c.

## INTERMEDIATE—SECOND GRADE.

*Rudiments of Arithmetic* to Division of Fractions.

*Natural Philosophy*—By Objects and Experiments, or oral Lessons in Botany; Second Reader finished; Spelling and Writing.

## INTERMEDIATE DEPARTMENT—THIRD GRADE.

*Rudiments of Arithmetic* completed; Primary Geography (Guyot); Third Reader, 150 pages; Spelling by Writing, Singing; Penmanship, &c.

## GRAMMAR DEPARTMENT—FIRST GRADE.

Oral Lessons in Grammar; Practical Arithmetic, (begun); Third Reader completed; Spelling; Composition, Declamation, Penmanship, or Drawing; Vocal Music.

## GRAMMAR DEPARTMENT—SECOND GRADE.

Sill's Synthesis; Arithmetic to Per Centage; Fourth Reader; Spelling; Composition, Penmanship, or Drawing; Vocal Music.

## GRAMMAR DEPARTMENT—THIRD GRADE.

Sill's Synthesis completed; Arithmetic completed; Fourth Reader, with Spelling, Composition and Declamation; Penmanship or Book-Keeping; Vocal Music or Geography.

## HIGH SCHOOL—JUNIOR GRADE.

Analysis; Algebra; U. S. History or Physical Geography, Latin or German; Vocal Music.

## HIGH SCHOOL—SENIOR GRADE.

Algebra; Botany; Physiology, Latin or German; Vocal Music.

At this stage of advancement, pupils who are of sufficient maturity, and intending to become Teachers, may enter the Preparatory Class of the Normal School.

## REPORT OF TREASURER.

YPSILANTI, Mich., June 17, 1869.

*The State Board of Education in account with R. W. Hemphill,  
Treasurer.*

1868.

June 23.	To paid No. 204,	Prof. Mayhew, salary-----	\$500 00
" 23.	" " 205,	" Bengel, "-----	375 00
" 23.	" " 206,	" J. Goodison, salary-----	375 00
" 23.	" " 207,	" Bellows, salary-----	375 00
" 23.	" " 208,	" Whitney, "-----	300 00
" 23.	" " 209,	" Darrow, "-----	300 00
" 23.	" " 210,	" Pease, "-----	187 50
" 23.	" " 211,	Miss Hoppin, "-----	225 00
" 23.	" " 212,	" Rice, "-----	175 00
" 23.	" " 213,	" Pomeroy, "-----	150 00
" 23.	" " 214,	Ypsilanti Gas Co., gas-----	101 17
" 23.	" " 215,	Edwards & Cooper, museum-----	500 00
" 23.	" " 216,	Hon. D. E. Brown, exp's and serv's	25 90
" 23.	" " 217,	" O. Hosford, "-----	22 00
" 23.	" " 218,	Smith Bros., Normal School-----	26 59
" 23.	" " 219,	Prof. Goodison, postage-----	1 50
" 23.	" " 220,	Edwards & Cooper, museum-----	280 00
Sept. 25.	" " 221,	Prof. Mayhew, salary-----	500 00
" 25.	" " 222,	" Bengel, "-----	375 00
" 25.	" " 223,	" Goodison, "-----	375 00
" 25.	" " 224,	" Bellows, "-----	375 00
" 25.	" " 225,	" Whitney, "-----	300 00
" 25.	" " 226,	" Darrow, "-----	300 00
" 25.	" " 227,	" Pease, "-----	187 50
" 25.	" " 228,	Miss Hoppin, "-----	225 00
" 25.	" " 229,	" Rice, "-----	175 00
" 25.	" " 230,	" Pomeroy, "-----	150 00

July	24.	To paid No. 231, Hon. E. Willits, exp'n's and serv's	\$16 60
"	24.	" " 232, " O. Hosford, " " "	22 00
"	23.	" " 233, " D. E. Brown, " " "	24 50
Dec.	22.	" " 234, Prof. Mayhew, salary	500 00
"	22.	" " 235, " Bengel, "	375 00
"	22.	" " 236, " Goodison, "	375 00
"	22.	" " 237, " Bellows, "	375 00
"	22.	" " 238, " Putnam, "	375 00
"	22.	" " 239, " Darrow, "	375 00
"	22.	" " 240, " Pease, "	187 50
"	22.	" " 241, Miss Hoppin, "	225 00
"	22.	" " 242, " Rice, "	175 00
"	22.	" " 243, " Pomeroy, "	150 00
"	22.	" " 244, Hon. D. E. Brown, exp's and serv's	16 20
"	22.	" " 245, " O. Hosford, " "	16 50
"	24.	" " 246, Prof. Pease, balance salary	62 50
"	26.	" " 247, Edwards, Cooper & Co., museum.	350 00
"	26.	" " 248, James Anderson, plans and specifications for museum,	62 50
1869.			
Jan.	8.	To paid No. 249, Hon. D. E. Brown, serv's and exp's	19 80
"	8.	" " 250, " O. Hosford, " " "	17 50
March	3.	" " 251, " E. Willits, " " "	13 00
"	3.	" " 252, Prof. Mayhew, salary	500 00
"	3.	" " 253, " Bengel, "	375 00
"	3.	" " 254, " Goodison, "	375 00
"	3.	" " 255, " Bellows, "	375 00
"	3.	" " 256, " Putnam, "	375 00
"	3.	" " 257, " Darrow, "	375 00
"	3.	" " 258, " Griffith, "	375 00
"	3.	" " 259, " Pease, "	250 00
"	3.	" " 260, Miss Hoppin, "	225 00
"	3.	" " 261, " Rice, "	175 00
"	3.	" " 262, " Pomeroy, "	150 00
"	3.	" " 263, Hon. D. E. Brown, exp's and serv's	29 55
"	3.	" " 264, Miss Hoppin, Normal School	1 00
"	3.	" " 265, Prof. Goodison, " "	7 27
"	3.	" " 266, David Coon, " " "	10 00
"	3.	" " 267, Smith & Converse, U.S. Laboratory	10 91
"	3.	" " 268, Bickford & Camp, Normal School.	60 22
"	3.	" " 269, Smith & Converse, " " "	46 64
"	3.	" " 270, Hon. O. Hosford, exp'n's and serv's	30 50

## STATE NORMAL SCHOOL.

261

May 11.	To paid No. 271, Hon. W. J. Baxter, exp's and serv's	250 00
" 11.	" " 272, " O. Hosford, " "	16 50
" 28.	" " 274, " E. Willits, " "	26 30
" 28.	" " 275, " D. E. Brown, " "	18 40
June 5.	" " 277, Det. F. P. Co., notice new building	3 00
" 12.	" " 278, Detroit Post Co., printing-----	1 25
" 17.	" expense account as per bill of items-----	1,488 49
		<u>\$16,165 79</u>

Seventy-three vouchers surrendered.

YPSILANTI, Mich., June 17, 1869.

*The State Board of Education in account with R. W. Hemphill, Treasurer.*

1869.

June 17.	To payments as per account annexed-----	\$16,165 79
" 17.	To balance to new account-----	1,256 80
		<u>\$17,422 59</u>

1868.

June 24.	By balance cash account-----	\$ 866 19
" 24.	By order on Auditor General-----	6,000 00
July 24.	" " "-----	1,000 00
Dec. 23.	" " "-----	3,500 00

1869.

March 8.	By order on Auditor General-----	3,500 00
" 5.	By 15 diplomas, @ \$3 00-----	45 00
April 19.	By cash for ashes and tuition-----	6 00
June 17.	By tuition from June 24, 1868, to June 17, 1869....	2,505 00
		<u>\$17,422 59</u>
June 17.	By balance old account brought down.-----	<u>\$1,256 80</u>

## STATE AGRICULTURAL COLLEGE.

## REPORT OF THE PRESIDENT.

STATE AGRICULTURAL COLLEGE, }  
December 1, 1869, }

HON. O. HOSFORD, *Supt. of Public Instruction:*

SIR—With its accustomed liberality, the Legislature of 1869 appropriated \$20,000 for the current expenses of the present year.

By an Act approved March 16, 1869, it is enacted that the lands donated by Act of Congress, July 2, 1862, and bestowed on this College, shall be sold for not less than \$3 an acre, excepting only those lands which are valuable *principally* for timber, which lands shall be sold for not less than \$5 an acre. The management of these lands, and of the fund arising from the sale of the same, is entrusted to the "Agricultural Land Grant Board," consisting of the Governor, the Auditor General, Secretary of State, State Treasurer, Attorney General, and Commissioner of the State Land Office.

The Legislature also designated the Agricultural College as one of the depositories for suites of specimens which are to be collected by the director of the State Geological Survey.

An appropriation of \$30,000 was made for the erection of a new Hall, for the accommodation of students.

## NEW HALL.

The new hall is fast approaching completion, and will be ready for students by the opening of the term of 1870. The building is of brick, in the form of an L, having a front of 101 feet, and a depth of 109 feet, the projection having a depth

of 36 feet. It is four stories high, with a Mansard roof, and a tower, the top of which last is 100 feet above the grade, and surmounted by an iron railing. The heating is done by steam. Great pains has been taken with the ventilation. A very large flue runs from the basement to the very top of the tower, having a large opening into each hall. A transom is over every door leading into the halls. The system of sewerage is thorough, leading all slops to a distance of twenty-five rods from the house.

The dining hall and rooms for the steward's family are in the new hall. The arrangements for cooking will be admirable—the best plans to be found in the large cities having been carefully examined.

Mr. S. O. Knapp, member of the State Board of Agriculture, and of the committee to which was entrusted the erection of the new hall, has given a large amount of time, and much patient investigation to the work of erecting the hall, from first to last. Other members of the Board have also given very much time to the College, made necessary by the building of the hall, the new farm house, and other improvements. As the members of the Board receive no compensation for their services, it is but fitting to record the fact of their personal sacrifice of time to the interests of the College, and so of the State. A wood-cut of the building appears in the catalogue of this year.

#### NEW FARM HOUSE.

The College has also erected a dwelling house for the foreman of the farm, and the accommodation of men employed by the College. It is a two story brick building, 33 by 42 feet in size. The wooden cottage formerly occupied by the foreman will be occupied by the herdsman.

#### IMPROVEMENTS.

Important improvements have been made in the cattle barn and green-house, as well as on the grounds and fields of the



College. Some additions have been made to the stock, and amongst other things, a Spectroscope of Mr. Alvan Clark's manufacture, an Induction Coil, and a Holty's Electrical Machine to the apparatus in chemical physics.

#### STUDENTS.

The total number of students has been seventy-nine. The Senior class has numbered eleven, ten of whom were graduated in the autumn, with the degree of Bachelor of Science. The Junior class numbered thirteen; the Sophomore class, twenty-seven; the Freshman class, twenty-eight. The average age of the Senior class was twenty-two years, the youngest, nineteen; of the Juniors, average age between twenty-one and twenty-two, youngest eighteen; of the Sophomores, average age between twenty and twenty-one, youngest sixteen; the record of the Freshman class is imperfect.

#### INSTRUCTORS.

The number of persons regularly employed in instruction has been six. In this enumeration, however, is counted the President and the superintendents of the farm and the gardens. By far the greater part of the duties of these superintendents are upon the farm, gardens, experiments and the like. They give students instruction out of doors, while but the smaller portion of their time is given to classes in class rooms. A. N. Prentiss, Professor of Botany in Cornell University, delivered a nine week's daily course of lectures on the Vegetable Kingdom, during the second half of the term. Mr. Brown, of Olivet, gave instruction in penmanship during the first half of the year, without cost to the College. Admirable addresses were delivered at the College at commencement time by P. A. Chadbourne, LL. D., Chancellor of the University of Wisconsin; at Junior exhibition time, by the Rev. George Willard of Battle Creek; at other times by Professor A. A. Griffith, of the Normal School, and others.

## REPORT OF THE STATE BOARD OF AGRICULTURE.

During the year the Report for 1868 of the State Board of Agriculture has been published. This volume gives some account of the College, its farm, gardens, &c., for 1868. The account of the experiments in field crops, and in feeding, fill more than one hundred pages of the report. These experiments have been widely commented upon by the agricultural press of the country in terms highly complimentary of the method and value of them. The Report also contains the full Meteorological Record, kept for the College by R. C. Kedzie, M. D., its professor of Chemistry; accounts of new implements used on the farm, and much other matter.

## OTHER REMARKS.

The College took much pains to have itself represented in the State Fair, which was held in Jackson. The Farm Department was represented by stock, implements, collection of prize seeds, many varieties of oats grown upon the farm, &c. The Garden, by fruit, flowers, &c. The Chemical Department by a variety of dies and other objects of interest; and the Entomological Department, by collections of insects, injurious or beneficial to the farmer. Proper descriptions accompanied the specimens. All were entered for exhibition only.

The Labor System, under which all students work three hours daily, continues to be successful. Students work willingly, and well. They thus preserve their habits of labor, and taste for it, and the wages received for their work helps them pay the expenses of their education.

The need of a new Chemical Laboratory is so great that the Board have proceeded far in forming plans for one. Students work three hours daily at analysis during the second half of the Sophomore year, after having completed the study of Elementary Chemistry. The working laboratory is now crowded, and enlarged accommodations are very necessary, unless students are to be prevented from prosecuting this most useful

study; or, since the University Laboratories are represented as also crowded, driven from the State for the means of chemical instruction.

The Course of Study was given too fully in the report of the Superintendent of Public Instruction for 1868, to need repeating here. An annual Catalogue is published, to be had free on application.

The Superintendent of Public Instruction says, in his report for 1867: "No one familiar with the work it (the Agricultural College) is doing, can for a moment doubt its value to the agricultural interests of the State."

The Detroit *Post*, in an editorial in its issue of March 31, 1869, says: "The action of the State Legislature has been so sweeping and provident, that the Agricultural College may be looked upon as a permanent institution, unless it contains some inherent defect that no money nor State aid can supply. We by no means undertake to say this, and we hope the citizens of the State will so avail themselves of its privileges as to put its success beyond peradventure."

T. C. ABBOT,  
*President.*

## OLIVET COLLEGE.

### REPORT OF PRESIDENT.

TO HON. O. HOSFORD, *Supt. of Public Instruction* :

SIR—As regards all the interests of Olivet College, it may be said that the usual degree of prosperity has characterized the past year.

The aggregate attendance of students has been slightly less than during each of the last few years. This diminution in the patronage of the Institution is, however, more apparent than real. The lower classes of the Preparatory department have suffered some decrease, while the classes of the College proper have steadily increased. General stagnation in business, and particular depression in the prices of farm produce, have worked to keep at home many sons and daughters, whose parents doubtless would otherwise have sent them away to school. The attendance of students during the year 1869, has been as follows:

In College Classes, Classical Studies.....	24
“ “ “ Scientific “ .....	24
“ “ “ Ladies’ Course.....	34
“ Preparatory Department, Gentlemen.....	116
“ “ “ Ladies .....	68
<hr/>	
Whole number of Gentlemen.....	162
“ “ Ladies .....	102
<hr/>	
Total attendance.....	264

Within the year no change has taken place in the Board of Trustees. The names and residences of the trustees are as follows: Rev. Nathan J. Morrison, President, *ex officio* ;

Newell Avery, Esq., Detroit; Rev. Herbert A. Reed, Marshall; Rev. James L. Patton, Greenville; Hon. Oramel Hosford, Olivet; Samuel F. Drury, Esq., Olivet; Rev. Thomas Jones, Mattewan; Rev. Philo R. Hurd, Romeo; Hon. James B. Porter, Lansing; Rev. Sereno W. Streeter, Austinburg, Ohio; Homer O. Hitchcock, M. D., Kalamazoo; Fitz L. Reed, Esq., Olivet; Philo Parsons, Esq., Detroit; Hon. Albertus L. Green, Olivet; Rev. Addison Ballard, D. D., Detroit; Hon. Willard Davis, Vermontville; Franklin Moore, Esq., Detroit; Rev. William Hogarth, D. D., Detroit; Rev. Wolcott B. Williams, Charlotte; Rev. Jesse W. Hough, Jackson; Latham Hull, Esq., Kalamazoo; M. S. Sweet, Esq., Grand Rapids; Rev. James S. Hoyt, Port Huron; Rev. Calvin Clark, Marshall; Rev. Henry Bates, Canton, Ill.

*Executive Committee.*—S. F. Drury, A. L. Green, N. J. Morrison, P. Parsons, O. Hosford, F. L. Reed.

George W. Keyes, Secretary and Treasurer.

At the last Commencement, Professor Barrows, connected with the College, as instructor in Botany and Chemistry, since the first year of its present charter, resigned. Just before the opening of the Fall Term, Mr. Merritt Moore, for the last four or five years Principal of the Preparatory Department, also resigned, induced thereby by the inadequacy of the salary the College was able to pay. Negotiations are now in progress to fill the place of Mr. Moore, and also to secure a permanent Professor of Mental Philosophy. It is believed that before the opening of another College year, in September, 1870, both these important posts will have been filled.

The Faculty of instruction is at present thus constituted:

Rev. Nathan J. Morrison, D. D., President, and Drury Professor of Moral Philosophy, and Instructor in Mental Science.

Rev. Oramel Hosford, A. M., Professor of Mathematics and Natural Philosophy.

Robert C. Kedzie, A. M., M. D., Instructor in Chemistry and Anatomy.

John H. Hewitt, A. M., Rutan Professor of the Latin Language and Literature.

Joseph L. Daniels, A. M., Professor of the Greek Language and Literature.

Rev. Horatio O. Ladd, Professor of Rhetoric and Logic.

Alexander B. Brown, A. B., Professor of Music.

Edward P. Grandy, A. B., Instructor in Mathematics.

Miss Henrietta P. Dennis, Principal of the Ladies' Department, and Teacher of French.

Miss Annie M. Benedict, Assistant in the Ladies' Department.

Miss Lizzie A. Willard, Assistant Teacher of the Piano.

The resources of the College remain about as reported to you last year, with, however, a slight increase in the funds of the permanent endowment. During the year a Prize Fund, for excellence in Greek scholarship, has been established by E. Da Cost McKay, Esq., of New York City. The amount distributed annually in prizes from this fund, is one hundred dollars. There are four annual prizes—two to the Freshman class and two to the Junior class.

Provision has been made for an annual course of lectures before the students, on the Relation of Science to Revealed Religion, by eminent clergymen and others from various parts of the State.

These lectures, treating of the great subjects which the discoveries of modern Science have thrust upon the attention of the devout scholar, promise to be very attractive, and of great value. It is reported that Rev. A. F. Kemp, of Windsor, Ontario, will deliver the opening lecture of this course some time in January, 1870, taking as his theme, "The Mosaic Cosmogony and Geology."

The friends of the College, as well as the citizens of Olivet, are rejoicing in the prospect of the immediate opening of the Peninsular Railway to within two and a half miles of the College, thereby giving easy and ready access to students and their friends. The early completion of the Jonesville, Mar-

shall and Grand River Railroad, whose line will pass through the village of Olivet, is confidently expected. This latter road, crossing all the great east and west lines which traverse the State from the Ohio boundary to the unknown regions of the North, will bring Olivet within twelve hours ride by rail of every important town in the State.

Respectfully submitted.

N. J. MORRISON.

OLIVET COLLEGE, Dec. 31, 1869.

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REPORT OF VISITORS.

TO HON. O. HOSFORD, *Supt. of Public Instruction in the State of Michigan*:

SIR—Of the gentlemen requested by you to attend the public examinations at Olivet College, the undersigned were present during the commencement exercises of that Institution, and beg leave to report to you some of the impressions we have received.

We have been impressed, 1st. By what we have learned of the sympathy and support given to this College by the community in which it is placed; but we are not surprised at it when we remember that, so far as material interests are concerned, this College has never lived for the upbuilding of the community about it, but the community always for the College.

We have been impressed, 2d. With the thoroughness of the instruction given by the professors and teachers of this Institution. We have found the languages, both ancient and modern, the mathematics, philosophy, and the natural sciences, taught in this College with an accuracy and fidelity which we have not seen surpassed in any other of the noble Institutions of our own State, or in any of the older institutions of the eastern States.

3d. We have been very deeply impressed by the wisdom of the founders of this College, who anticipated, by a quarter of

a century, the present demand for a female education coördinate with that of the other sex. Here, every class in any department of the College is open to every person of either sex who may ask admission to it; and the question of a coëducation of the sexes has found here a most happy solution.

4th. We have been fully established in *former* impressions of the wisdom of these bodies of christians who have established such institutions of learning as Olivet College, even in a State which has provided so generously as Michigan has done, for the education of her sons and daughters at the public expense, for we think that only in such colleges as these can the culture of the religious and moral faculties of the young take that place which it should always hold in any system of education which aims to be *complete*.

5th. In conclusion, we wish to express the impression we have received of the wisdom of the conductors of the College, who have secured as instructors so many professors of enlarged culture, whose studies have led them into fields much wider than those into which the specialties of their departments would have led them.

We most heartily commend this College to the sympathies and the support of all lovers of thorough Christian education with whom our words may have any weight.

S. M. FREELAND,  
O. S. DEAN,  
G. P. TINDALL.



## KALAMAZOO COLLEGE.

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### REPORT OF PRESIDENT.

HON. O. HOSFORD, *Supt. of Public Instruction* :

SIR—The year 1869 has been one of decided prosperity to Kalamazoo College. An addition of \$50,000 to the permanent endowment was made secure on the 10th of January, although the greater part of this sum was subscribed during the last months of 1868.

Rev. James A. Clark, Professor of Latin, was laid aside from his work in May, by sickness, which terminated in his death August 17th. His whole professional life was passed in Michigan, and his removal was regarded by all the friends of the College as a great calamity.

The present resources of the College are as follows:

Real Estate.....	\$35,000 00
Invested Funds and Notes on Interest.....	88,000 00
	<hr/>
	\$123,000 00

The building known as *the Upper College* (the title of which is not in the Board of Trustees, and the value of which is not included in the above estimate) has been thoroughly repaired during the year.

The Board of Trustees consists of the following:

Rev. Kendall Brooks, D. D., President; Rev. Silas Bailey, D. D.; Rev. J. S. Boyden, Rev. H. Stanwood, Charles Cooper, Hon. Latham Hull, Rev. S. Haskell, D. D.; Prof. D. Putnam, Hon. H. C. Briggs, Rev. E. Curtiss, Rev. G. S. Chase, Rev. E. J. Fish, Rev. A. Owen, Rev. L. H. Trowbridge, Isaac W. Lamb,

D. L. Latourette, Martin Wilson, Caleb Ives, Rev. A. E. Mather, Rev. H. L. Wayland, D. D.; Rev. H. L. Morehouse, Hon. Caleb Van Husan, Geo. Ingersoll, Rev. S. Cornelius, D. D.; Rev. T. Z. R. Jones, E. B. Smith, Chauncey Strong, F. W. Wilcox, Rev. B. P. Russell, Caleb Eldred, Jr., I. S. Hamilton, M. D., Rev. N. S. Burton, D. D., Rev. L. D. Palmer, E. G. Huntington, John Antisdel.

The Faculty is as follows:

Rev. Kendall Brooks, D. D., President and Professor of Mathematics.

Rev. Silas Bailey, D. D., Acting Professor of Metaphysics.

Rev. H. L. Wayland, D. D., Professor of Rhetoric and Logic, and Instructor in Greek.

Rev. Samuel Brooks, M. A., Professor of the Latin Language and Literature.

Henry M. Fish, A. B., Tutor.

Miss Hannah P. Dodge, Principal of the Ladies' Department and Teacher of German and English Literature.

Mrs. Martha L. Osborn, Teacher of French and Latin.

Miss Sarah Eldred, Teacher of Drawing and Painting.

Mrs. L. H. Trowbridge, Teacher of Music.

Miss Katharine V. Eldred, Assistant Teacher.

Professor Wayland, Librarian.

The number of students has been as follows:

Graduating class of 1869.....	6
Senior class.....	3
Junior class.....	14
Sophomore class.....	14
Freshman class.....	12
Preparatory students.....	109
Total .....	158

Respectfully submitted.

KENDALL BROOKS,  
*President.*

KALAMAZOO, Dec. 7, 1869.

## STATE REFORM SCHOOL.

## THIRTEENTH ANNUAL REPORT OF THE BOARD OF CONTROL.

*To the Superintendent of Public Instruction :*

So repeatedly has the condition of the State Reform School, and the progress made in its several departments of labor and instruction been presented to the people of the State,—and so frequently and numerously has the Institution, during the entire period of its history, been visited by citizens from every part of the State, as well as from other States, that further and continuous annual reports of that condition and progress, may, to some, seem a work of supererogation, that now and henceforth may well be dispensed with.

The people of the State are, however, annually called upon for the means of support for the Institution, and reports for past years covering the amounts of previous appropriations cannot satisfy, and ought not to be regarded as sufficient to satisfy beyond what they actually cover. Nor can past personal fidelity or competency be regarded as a sufficient guaranty for the future.

The Board of Control, therefore, take pleasure in presenting this their annual report, covering reports made to themselves by the Superintendent and teachers of the Institution, as well as from those having other departments of interest in charge.

At the opening of the year commencing Nov. 16, 1868, the Institution contained two hundred and forty-seven inmates, embracing almost every possible grade of youthful character, from the simple hearted, and mainly honest boy, who, in an unguarded hour, under the influence of temptation, yielded

to its seductions, and as a consequence, found a home in the Institution,—to him who during the comparatively few years of life, which as yet to him are numbered with the past, has lived devoid of parental watchfulness, care or instruction; or perhaps what is still worse, has during these few years, been subjected to a home influence and teaching so corrupt that deeper degradation was hardly possible, and in consequence of which all love for purity, honesty and truth had yielded its controlling influence. Such variety of character has during the past marked, and for the future will undoubtedly continue to mark the inmates of this Institution.

At the opening of the year embraced in this report, extending from Nov. 16th, 1868, to Nov. 16th, 1869, there were connected with the Institution two hundred and forty-seven. To this number there has been added during the year just closed, one hundred and twenty-one, making the entire number connected with the Institution during the year, three hundred and sixty-eight. Of this latter number, eighty-three have been released, forty-five of whom received an unconditional discharge, and thirty-eight were released on ticket of leave.

It is perhaps generally understood that lads sent to the Institution are so sent for the remaining years of their minority, and that no release for them therefrom can be had but by one of the methods specified above, or by pardon granted by the Governor of the State; the particular mode adopted in each case being determined by the general character and deportment of the lad while connected with the Institution, and by such facts as the Board have been able to learn touching the homes to which they are destined, and its surroundings. Tickets of leave are granted, for the most part, to the younger portion of those released, because of their greater liability to yield to temptation; the purpose being to hold them as still belonging to the Institution and subject to its control, and to be remanded back should the Board see cause for so doing, and furthermore, in the hope that the liability of recall may serve

as a restraint in case of special temptation. It may here be remarked that the entire discipline of the Institution is not punitive, but reformatory. The lads are in no case designedly treated as criminals, though committed for crime, the purpose being, forgetting the past by making amends therefor, to secure so far as possible a virtuous future.

From the foregoing statements it will be seen that two hundred and eighty-five are at this date connected with the Institution. And as the deeper interest always does or should attach to the work yet to be done, were the inquiry to be put forth as to the ground of hope for this large number, a deeper insight into the secret powers, springs and tendencies of being than is allotted to man, alone could enable us to respond. The work of the Institution is by no means prophetic in its character, but to do what may be done in laying broad and well, a foundation for a future virtuous life, leaving to time and circumstances what lies beyond. "Nil desperandum" was the old Roman motto, and perhaps one of less import would ill become the nineteenth century.

In regard to the health of the Institution during the past year, we are happy to say, that humanly speaking, it could hardly be improved. Were the same rate of mortality prevalent in the Institution during the last three years to apply to the present race as a whole, Methuselah himself would stand a fair chance of being shorn of his honors, since in an average of at least 265 inmates, only one death has occurred during this three years, and this would give an average of very nearly one per annum in 800 individuals, or an average longevity of 800 years. The death alluded to was that of a colored boy from the South, who came to the Institution in a very enfeebled condition, so much so, as to disqualify him for labor or service of any kind. He died on the 16th of August, aged 16 years, according to his commitment papers. No serious cases of sickness have occurred during the year, and but little of any kind requiring the aid or advice of a physician.

This prevalent condition of good health is undoubtedly the result, at least in an important degree, of the improved sanitary condition of the Institution. It will be recollected that during late years a large amount of labor has been expended in perfecting the sewerage of the Institution—since the completion of which, all waste water, slops, garbage, &c., is at once carried far from the premises, so that nothing, in a decaying condition, remains anywhere in its immediate vicinity. Then, again, the elevated position of the entire establishment secures fresh and health-giving atmospheric influence, and this superadded to the regular and systematic habits of living, early retiring, early rising, and regular, sufficient and healthful diet, in connection with good and warm clothing, will go far towards accounting for the high degree of health, for late years pervading the Institution. This degree of health will appear the more remarkable, when the former, irregular, exposed and even dissipated habits of life of very many of the inmates is taken into consideration,—since in not a few instances, time and care are requisite to eradicate seeds of disease already deeply implanted in the system.

In regard to those having the immediate oversight of the entire Institution, as well as of the various departments of labor, including the Superintendent and his Assistant, the Matron and Assistant Matron, overseer of shop work, farm, &c., the Board feel especial satisfaction in saying, that during no previous year have they seen greater cause for congratulation, not for themselves, but for the State, in the fact that an institution of so vital importance to the cause of humanity and to its own high interest, has its various departments so judiciously and effectually controlled. Those employed in the various departments as above, and elsewhere, are for the most part the same as last year and the year previous, and what has been previously said of their earnestness and fidelity may here be repeated, increased by all that would naturally result from continuous fidelity and superadded experience. The Board

make this record, not from any desire to flatter, but because their own observation will not admit of less.

No change of any importance has been made during the year in the departments of labor. About one hundred and fifty boys find employment in chair shops, caning and flagging chair seats and backs, and earning about \$175 per week, when no interruptions occur. These are, however, at all times possible, and the past year they have been more than usually frequent on account of the enlargement of the shop, the work being at times, and in different departments, largely suspended thereby. In the machine shop about twenty lads are employed in the manufacture of frames for chair seats.

Those having charge of the several departments of labor will make their own reports, to which, those desiring to learn further of the employment of inmates can refer. We desire, however, that it be ever and constantly borne in mind, that profitable returns from the money invested was not the object in view in the founding of the Institution, and to which those in charge were expected to direct their efforts,—the purpose of employment for the inmates being reformatory. Habits of industry being essential to virtuous life, it cannot well be expected that those bound to vicious indulgences will be reformed by idleness. Hence the purpose of labor in the Institution; whatever of financial importance can be realized from the employment of the inmates is made so far to lessen the burden of taxation, but in no case can it do more than to lessen. No man would willingly assume the responsibility of feeding, clothing, educating, and paying doctor's bills for a class of vicious boys, and expect to realize a profit from the labor they might perform.

There is a large amount of labor performed by the boys, yielding no financial returns that can be definitely stated, this labor being expended in the current duties of the Institution. Its cash value to the State is, however, just what would have to be paid were the needed work secured by hired labor, with

the cost of the board of those employed superadded. This is also true of and applicable to the shoe shop, the tailor's shop, bakery and farm, as they, each and all, manufacture or produce for the supply of the Institution. It will hence be obvious that cash returns are realized only from caning and flagging.

It will be recollected that the last Legislature made an appropriation of \$2,000 for the erection of a frame barn for the Institution. In the execution of the trust herein committed to them, the Board aimed at the erection of such a structure as should be adequate to the wants of the Institution, if not for all coming time, certainly for a long time in its future history, and also to provide a model for convenience, capacity, and comfort of animals, &c., at least so far as experience and study would enable them to do. The building is now nearly complete; and critics in such matters can judge for themselves how successful they have been in the achievement of their purpose. To accomplish this, however, they found it necessary to invest somewhat in excess of the appropriation, yet cheerfully leave it to those interested to pronounce as to the judiciousness of the investment.

The same Legislature made an appropriation of \$10,000 for the enlargement of the work shop, and for procuring new and improved machinery. This work was undertaken as early in the season as practicable, with a view to its early completion. Unavoidable delays, however, intervened, caused by the excessive rains of the season, operating not only to interrupt the work of masons, but also greatly to delay the furnishing of brick according to contract, whereby the laying of the same was necessarily at a stand during many days of fair weather. The building is, however, now enclosed, and its completion will soon be reached. This work has been carried forward with far less interruption of shop work than was anticipated; being accomplished by raising the roofing and supporting the flooring of the old shops without displacement or derangement of ma-



chinery or motive power, and leaving all things in their ordinary working condition while open to the fresh breezes of heaven. Temporary interruptions and delays were, however, at times unavoidable. We nevertheless expect to complete the work within the limits of the appropriation, and when completed it cannot fail of largely increasing the productiveness of the Institution, since ample and convenient room will be secured for each department of labor, all needful machinery included, as well as for the storage of material and manufactured work. In addition to all this, there will be one room arranged for and adapted to the wants of the School Band,—for their practice and the keeping of their instruments. This building will also contain a new and improved wash-room for the Institution. Such a room, it will be recollected, was provided in the new wing of the main building, but as the steam evolved seemed likely seriously to injure the walls of that portion of the structure, a change became desirable, and in making the change, the Board availed themselves of the opportunity to make such improvements as experience and observation had shown to be desirable.

We allude to the School Band. It will be recollected by many that about a year and a half since, instruments were provided for a cornet band. Of the success and beneficial results of this step, the Board are happy to report most favorably. The instruments have not only been paid for by band services, musical and other entertainments given by the boys, but by the means of music they furnish, a most beneficial general influence is made to pervade the entire Institution.

The work on the farm has been prosecuted the past year with better results than previously, though the land is yet far from being thoroughly subdued, and consequently has not yet reached its highest productive condition. We have gathered about 1,500 bushels of potatoes, which, we trust, will be sufficient to supply the wants of the Institution for one year; not far from 540 bushels of corn; and of garden vegetables, a

probable supply for the Institution; also of hay, 20 tons. Of the several products, none are more highly prized than the potatoes, affording as they do, and especially when fresh and of the superior quality of this year's product, so needful and acceptable a portion of table supplies.

The entire work on the farm is performed by the boys, under the direction and supervision of a farmer, and we trust the day is not far distant when the vegetables and coarser grains required by the Institution will be the product of its farm.

Progress in bringing the lands of the Institution into a condition of productiveness, is opening the way for increased attention to stock raising; probably not, however, in excess of its own wants. To a point, however, of furnishing a full supply of milk, and of butter, so far as is practicable, also animals for service, and all of the better grade, this is deemed a matter of prime importance, and as in the past, so it will continue in the future, to receive attention.

Other matters of interest pertaining to the various departments of responsibility and trust will be found more or less fully discussed in the reports which follow.

In making this their thirteenth annual report, the Board of Control desire to express briefly their views relative to the purpose for which this Institution was established; and this more especially, since at the last session of our Legislature that purpose seemed largely to have been misapprehended.

It will be remembered, by some at least, that at the session of the Legislature in 1866, a law was passed precluding from the Institution all lads under *ten* years of age, whereas previously the limit was by law fixed at *seven* years. In the report of last year, a report coming fresh before our then assembled Legislature, the Board of Control asked the repeal of that law, giving their reasons therefor, predicating their objections thereto mainly on the fact, that the precluding from the Institution all under ten years of age, was in fact excluding therefrom a large class of boys, who, without natural pro-

tectors, were thrown upon the world to reach manhood, if they reach it at all, devoid of its most essential characteristics, and for want of that protecting hand, always and everywhere regarded as a shield of childhood and youth. The asked for repeal found no favor, at least with a ruling majority of the House of Representatives, and the bill calling for the same, failed of receiving the attention of the Senate. But wherefore? Because, as contended, of the inhumanity of the act of incarcerating lads of so tender an age as seven years.

In view of all this, we may ask, what was the object in founding the Institution? Was it designed to be penal or reformatory? Was it the purpose to take the youthful criminal (if such it is proper to designate him) and punish him, or was it not rather to throw around him the shielding arms of the State, and afford protection where natural protectors had failed,—to train, educate and qualify, if possible, for efficient manhood in paths of virtue? And if this latter was the purpose, is it wise to leave the youth of seven three additional years in which to make progress in and evoke a love of crime? “Just as the twig is bent the tree is inclined,” and if, perchance, deformity has befallen, the sooner the remedy is applied, the more easily and surely is correction attained. It is by no means assumed that even at that age the instruction and discipline of the Institution will result favorably in every case,—but simply that the promise of success is far greater then. As the “Ethiopian cannot change his skin, or the leopard his spots,” so it is better that the child be not left to become “accustomed to do evil.”

One thing more: Remarks are not unfrequently made, which seem to imply that the only matter of interest to the State, while holding in restraint so large a number of youth, is to so employ them as to secure from them the utmost relief from the burden of their support, or in other words, to make them earn that support while held for correction. This is of course desirable so far as is practicable, but by no means the end most

important\* to be secured. Circumstances often compel the individual to labor for immediate results. Such is, however, by no means most desirable for a State. It must take into view the future as affecting the united and continuous interests of all, and the inquiry in the present case is, or certainly should be, what is essential to render the future of these youth a blessing both to themselves and the State? To this inquiry but one response can be given, to wit: A well developed manhood,—a manhood based on the stern principles of integrity, in connection with well developed and disciplined powers of thought and action,—in other words the thorough education of the entire being, morally, intellectually, and physically,—and if in this direction perfection is unattainable, as indeed it is, then that which is nearest to it possible. For this purpose the Board of Control regard the interest of this Institution to have been placed in their hands, and to this end they have labored, and while occupying their present position, will continue to labor; if here and there, nay often, unsuccessful, let it be remembered that continuous success is not often predicable of human action, and that whatever of good ever flows therefrom, is largely attributable to well directed, untiring effort; and especially is this the case when the work in hand is the training for future usefulness of those, the theater of whose life-action lies in advance. As applied to the inmates of this Institution, the point of inquiry is, which, in view of the interest of the individual and of the State, is the more desirable,—that he be left to grow up in vice and profligacy, the State being thus saved the expense of his reform and education, and he left to prey upon the interests of others, or that efforts be made, which, if successful, shall lead to efficient and reliable manhood, and as a consequence, a life of productive industry? This view we are aware does not necessarily extend beyond what of good is attainable here, nevertheless it contemplates that condition of manhood best adapted to future good.

From these remarks the inference is obvious that the Board of Control regard the Institution in their charge as having no penal design, but one of reformation the rather, and that they hold the developing and giving right direction to the innate power of the individual, and securing to him the right control of the energies of his entire being, as the work placed in their hands, and for the performance of which the best energies of man are but a feeble instrumentality.

GEO. W. LEE,  
JAS. I. MEAD,  
C. TRACY,  
*Board of Control.*

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SUPERINTENDENT'S REPORT.

MICHIGAN STATE REFORM SCHOOL, }  
*Lansing, Nov. 16, 1869.* }

*To the Honorable Board of Control of the Michigan State Reform School:*

GENTLEMEN—Allow me to present the thirteenth annual statement of the management, condition, and statistics of the School.       \*       \*       \*       \*       \*       \*

In the above tables [omitted in this report] are the changes as to numbers that have occurred among the boys during the year. But no figures can give the workings of those causes which have made these commitments necessary. Hearts may feel as they are affected by the influences, but words cannot tell the miseries that belong to those families whose marital relations are infelicitous; where intemperance has fixed its blight; where the mother prostitutes herself to her own lusts, and sends her children into the streets, that this may be done without restraint, but not without the observation of the children, even though she may deem herself secure in this respect. Could these and other blighting causes be fully set forth, we might then be able to show why the numbers of "*juvenile*

*delinquents*" are and must be increasing, and also to point out the nature and extent of the delinquencies committed.

Many of these offenses are more debasing than conceivable, without a knowledge of the facts, and are of such a nature as to seriously impede a restored manhood. The effect must remain through all time, not only upon themselves, but upon the children following in successive generations, and the society affected by their influence. No amount of subsequent culture can fully efface the stains, and in most cases, the surroundings in life will be such as to deepen, rather than efface. Much self-restraint may be acquired, of great benefit to the subject and to the interests of society; without these efforts of christian culture, imparted with the nurture and instruction here given, ruin must be inevitable. But in very many cases, from the nature of previous impressions, the growth must be very much dwarfed, and the vicious tracings clearly discernible.

There are clear cases where, when you learn the influences that affected even infantile days, you cannot wonder that such a child found refuge here, and the heart will breathe gratitude for the practical character of that national Christianity which rears these Houses of Refuge and Reform for these unfortunate waifs, and endeavor to train them for usefulness and happiness in society.

No man who loves his State and desires the safety and elevation of society, will regret the small sum he may be annually called upon to contribute for these purposes. He cannot look upon these children, and youth, and compare these often comely features with the children around his own hearth-stone, and not feel that he has an interest in the humanity gathered in this house—feel that their hearts pulsate as his little ones—that a common sympathy should pervade our relations to the youth of our land.

In the common christian world, it may sometimes be difficult to make me believe that all really feel and act in conformity to that statement of the Apostolic Creed, "*I believe in the Holy*

*Catholic Church.*" But men must believe, and they will be effected, whether they will believe it or not, by that *catholocism of humanity*, which sees in every child an image of the child Jesus, from whose humanity we trace our connection with the divinity surrounding the Throne. It is a divinely appointed mission to endeavor to save the lost, and offer more practical good in its activities and power, than to stand idly by in the mazes of bewilderment to question *how* they were lost.

The perishing prodigal thought of his father's house. Has it not been the aim of our Christian State, and of its public servants, to make this house a "*father's house*," and while the cordial welcome to the erring one who is brought under its shelter, may be in sympathy, a father's embrace, its full provision for clothing and feeding, proves its adaptation to carry out literally all the features of that interesting narrative.

At no preceding age has more earnest attention been given to investigate the evils of society, and to devise ameliorating measures to meet the necessities requiring the same. Almost all the walks of life and its various industries, are subject to the care and solicitude of men and women earnest and active in every noble work. Objects of great magnitude and general interest receive special attention. Relief for whole communities or special classes is sought, and effective measures applied. Full sympathy for the maturer portion of erring community is expressed, and every personal effort made for their good. The ordinary charities of the day are placed in the hands of discriminating committees, and systematic benevolence reaches poverty and dissipation. It is not strange then that the youthful portion receive so much of the best efforts of systematic municipal and State benevolence, and that every appliance is made which our enlightened Christianity has prompted. Neither is it strange that so much is expected and looked for in those, who thus become the foster children of so kind and efficient a father as this State has proved to be.

It is often the case, that in their general sympathies, individ-

nals may express themselves as fearful for the training of these boys, lest these restraints should be too rigorous, forgetting that those upon whom it devolves to administer this special service of the State, have themselves all the sympathies that loving hearts inspire, and do not fail to yield to all the exigences requiring softened tenderness, while they are unfailing in their faithfulness to administer firmly the discipline essential for good order.

There is sometimes a misapprehension in relation to commitments to institutions of this character, both as to their limits and subjects. Yet when it is felt that many are made Ishmaelites in society by adversity and want of care, at a much younger period than often supposable, and that increasing years render them much more efficient by association and experience, this misapprehension gives way to a conviction of the necessity even of enlarging facilities for restraint and instruction, especially when tempered with earnestness for the good of the party needing the corrective.

If any class are entitled to the sympathies and tender interest of good men, it must be that those whom Providence or vice has deprived of that guardian care which children so much need, will call for a larger share, and it is not in the nature of christianized humanity to refuse what helpless childhood demands. The death of either parent from any cause, whether life closes in pleasantness and hope on the part of the dying one, or whether it is the effect of passion or vice, will surely loosen the restraints, which, when judiciously wielded in their fostering culture, makes of innocent children, an intelligent and virtuous manhood, but which, when neglected, leads to vagrancy, and this, as in the first, will soon ripen into practices criminal in their nature and prejudicial to the interests of society, and the personal good of the individual in question.

The connection between vagrancy and its results, in a State like our own, so full of facilities for obtaining an honest competency, by any one willing to make the effort, is very closely



allied to crime. It is indeed difficult to mark out the dividing line. Children permitted to wander about undirected, except as want or caprice may prompt, do invariably yield to temptation and fall into error, which neglected, will become a fearful pest in society.

It is not every commitment that follows promptly upon the perpetration of the misdemeanor. The symbolic blindness of justice often has other significances, besides impartial administration. It is an increase of delinquencies, and often the final offense causing the commitment, covers up passions and vices that receive no name in society, but which work terrible ruin of body and soul by their development.

Another fact comes prominently into the account. There are but few commitments but show others equally criminal concerned in the same offense, who under various pretexts succeed in escaping the balances of the blind Goddess of Justice, but only to repeat in more confidential efforts the misdemeanors of the past. This entails upon that portion least able to resist its seductions, the baneful influence of vicious example, and upon the better portion of community the annoyances of its irritating depredations. This is constantly enlarging its operations and swelling the number of its votaries, ripening into deeper crimes, as its work can be carried on with apparent impunity. When it is realized how the youthful portion feel this influence and yield to it, misapprehension must give way to an earnest desire to make the effort for prevention of crime or vagrancy more effective.

It is of frequent occurrence that commitments are made on conviction of simple larceny, and perhaps a small sum, when, on developing the history of the boy's career, he is found to be an adept of the most skillful kind in all the intricacies of criminal art. The impunity with which he has succeeded in carrying on his system of depredation, deadens every conviction, and all efforts for reformation are met with merely a recognition, perhaps respectful, of what may be said or done; but

there is no intention of conforming to the principles laid down. His study is how much he can impose upon those in charge, and secure an apparent confidence, holding constantly in his own mind the chances of release, for the purpose of seeking his old companions, who may be awaiting his return, intending to plunge again into the same course of recklessness, regardless of the consequences. Conscience seems wholly stifled or inert. All appliances are met with a like indifference. The only seen change from an apparent passiveness, is a chafing at restraint, and cherishing a spirit of vindictiveness toward those who caused or did not hinder his conviction. In many of these cases which thus develop these worst criminal tendencies, the small nature of the offense is looked at only by the unreflecting, and not the incorrigible viciousness of the boy, and more frequently, young man. The more thoughtful must look at the character of the deeper vicious tendencies, and will feel the necessity of more effective restraint.

In an institution of this kind, where every arrangement is made with special reference to the culture, well-being and pleasure of its wards; where every possible effort is made to elevate and ennoble, and give the cheerfulness which belongs to joyous boyhood, it is impossible to meet these cases as they should be met—met by the strong arm of the law, in a more penal establishment, where it can receive treatment adapted to experienced viciousness and crime.

The deception used by friends to secure commitment to avoid consignment to a more penal institution, is proof of the duplicity and want of thoughtfulness and integrity in which they have been reared. As proof of this last statement, quite a large percentage of the commitments of the past year as of fifteen and sixteen years of age, obtained from the courts, through the perjury of themselves and friends, range from the ages of seventeen to twenty-four, and have had experience of the most baneful nature.

The system advocated by many of our best prison and reformatory directors, and which was set forth so forcibly by Supt. Z. R. Brockway, of Detroit, in his inestimable address before our Legislature, in session last winter, will commend itself, by its practical sense, to all who have made observation of the nature, necessities and objects of reformatory and correctional discipline. The State, by one uniform system, must control and restrain this class of persons, giving them every facility for improvement, physically, mentally and morally, but holding them by its strong restraining power, for their own personal good, and the interest of society.

The labors and cares of the year have been unremitting. The early spring found us with full force adding to our arable land, and seventeen acres were cleared of its wood and rubbish, plowed with a heavy team and put into crops. The excessive rains through the entire season rendered farming both unpleasant and unprofitable. Often large portions of our land were in unfavorable condition for culture, when it especially needed the same. But by dint of perseverance, our farmer presents, in Table 12, a much more favorable showing than we anticipated. We place no monetary value on these products, as they are all needed, and will be consumed by our family and stock. It is, in this respect, of no special difference whether we can obtain for our 1500 bushels of potatoes from 75 cents to \$1, or the current price of 20 or 25 cents of this year. They cost just as much labor to raise them, and they will be just as much relished on our tables, filling a very special want. The same may be said of every other article of farm and garden product, while as a matter of economy it does materially lessen our cash expenses. The work in more thoroughly subduing our new land, adjusting and building fences, extending our pasture grounds, must be of essential benefit in coming years.

During the last winter the farm boys cut and prepared the wood we used during the year, not less than six hundred cords.


We have made a very material addition to our stock of cows, and hope soon to have a valuable herd.

We have a field of five or six acres which would be very desirable to plant with fruit trees. There can be no product raised on our farm that can in a few years yield so profitably. It is proved beyond a doubt that the entire State is adapted to the production of apples, and as this Institution is especially for children and youth, no better provision can be made that will add more to their comfort and enjoyment than an abundant supply of apples.

With this and a good dairy, and a full supply of vegetables, we can lessen the expense to the State, and furnish our tables with food best suited to the wants of childhood.

The building of this year has drawn heavily upon the teams and larger boys, and every effort has been made to push the work to completion. The barn for the farm, which has been erected, is one of the best structures of the kind in the State; the size is 48x60. It stands upon a basement of the same size, excavated in the side of a suitable hill, and which constructed as it is, in the more thorough and satisfactory manner, gives us a fine stable and cellar for stock. The whole work and arrangement, we think, must meet the approval of all interested in farming operations.

The building of the shops, which the necessities of the School demanded this year, was much delayed from the difficulty of obtaining suitable materials for the work. The whole, however, is now enclosed, and the work of completing the interior arrangement, progressing with the greatest possible dispatch. This addition to our facilities for shop labor, gives all the room that will be needed for some years to come, with the ordinary rate of increase. We had hoped to construct a cistern of suitable dimensions for the special use of the shops, but the pressure of other duties, and the unpropitious season cuts off this work for this fall. We shall be obliged to do this work with the opening of spring.



The construction of this shop removes about two hundred feet of the old board fence, and constitutes the fence on that portion of the yard.

During the construction of these shops the work in the old shops has been very much obstructed from necessity. The chair shop was obliged to suspend operations entirely; but the chair-seating shops have done during the interruption far more than seemed possible at the beginning.

If the pressure of the present stringency in business affairs of the State shall be lifted up, so that the manufacturers who supply us work shall be able to prosecute the business successfully, we may be able to present results even more satisfactory than we are at this time, although we consider the returns of the shop labor this year as very encouraging.

The Family House, which was opened February 11th, of this year, under the charge of Mr. H. B. Kenyon and lady, has received under its roof fifty boys, who had been deemed worthy of the confidence which it gives. Most of these boys, after remaining a few months, have gone to their homes. It must be that this feature of the Institution is calculated to be of great benefit to the boys, and you will find yourselves obliged to enlarge its accommodation for the increasing number of boys who will need its privileges. Every advantage is possessed there that can be reached in a farm house. The boys during the summer have worked on the farm and in the garden, and at all the outside work they could do, under the direction of their overseer. Their school hours have been the same as the other boys; Sunday School and chapel services with the other boys.

The special work and progress of our School Department is presented by Mr. J. M. Sprout, our Principal Teacher, and I have no doubt will be found satisfactory.

The Sunday School and Sabbath services continue as in previous years. We are under special obligation to the faithful friends, ladies and gentlemen, who have continued to meet our

boys, in connection with the teachers our school furnishes, in this peculiar field of labor for the good of the boys. Their labors and memories will ever dwell in the minds of the boys, even when they may be separated by long distances and long periods of time; sometimes, too, in the days of adversity, for such days will come. We trust they will find full encouragement to keep their interests in their classes, to still continue their labors of love.

The report of our Physician, Dr. J. B. Hull, will show the sanitary condition of the School, together with a special reference to a certain class of commitments, which cannot but prove deleterious to the other boys, and which should, if possible, be remedied. For without a greatly enlarged corps of helpers, it will be found impossible to care for the diseased.

In our report of last year, we presented what had been done for our Cornet Band, and estimated that about \$400 would be required to complete payments for our purchased instruments, and incidental repairs, &c. We found our estimate insufficient. We gave during the winter, concerts in this city, Jackson, Saginaw City, East Saginaw, Mason, Dewitt and Grand Ledge, and were in these concerts kindly aided in many ways by friends interested in the boys. The concerts given in the towns away from home, owing to the necessity of providing for the boys, only paid expenses, and yet we were much favored by the hotels and friends where we stopped. The J., L. & S. R. R. very especially aided us in reduced fare, and the uniform kindness of the conductors, and the station agent of this city, Mr. Stevens, tended much to make these trips pleasant. If only the interest of the boys were considered, we should deem these trips desirable.

Col. E. H. Thomson, of Flint, during the session of the Legislature, took great interest in the boys, and aided us in various ways, besides giving for the special benefit of the boys, before the Legislature and friends, his admirable lecture on Shakespeare, defraying all the expenses of advertising, &c.,

and giving the entire proceeds to the Band. His name and interest is ever fresh in the memory of the boys.

The Legislature also manifested a deep interest in the boys and appropriated \$100 for their use.

The Band Fund for the year shows:

## DEBIT.

Cash on hand per last Report.....	\$ 7 80
Net proceeds of concerts.....	284 42
Col. Thomson's lecture.....	72 00
Appropriation of Legislature.....	100 00
Visitors and special friends.....	53 34
Services of Band.....	59 00
	<hr/>
	\$576 56

## CREDIT.

By paid balance on instruments.....	\$400 84
“ repairs, music paper, &c.....	20 80
“ instruction.....	108 00
“ uniform for Band.....	46 44
By cash on hand.....	48
	<hr/>
	\$576 56

## LIBRARY.

The Legislature appropriated for the purchase of books, the sum of five hundred dollars, for the two years ending Nov. 16, 1870. Of this amount, about eighty dollars has been expended, and arrangements are now being made for further purchases.

Among the special remembrances which we always appreciate, must be enumerated the kindness of the publishers of the following papers sent for the boys: “Lansing State Republican,” “Peninsular Courier,” of Ann Arbor, “Battle Creek Journal,” “Saginaw Enterprise,” “Wolverine Citizen,” of Flint, “Grand Haven Herald,” and by Rev. Mr. Potter of this city, the “Morning Star.” No better gift can be sent to these boys than the several papers of the counties. It keeps up a home interest, and it supplies much information that will be

of value in subsequent years. And I would respectfully ask the different publishers of the State, as far as they can, to supply the boys with their papers.

The changes in the school are the following: Major J. S. Baker left us in March last to engage in business in the city, and Mr. James M. Sprout, our assistant teacher, was appointed Principal in his stead, and Mr. Jas. H. Guernsey employed as assistant teacher. Miss Kate Brearley, who was the teacher in the family house, engaged as Principal in the High School of this city, and Miss M. A. Potter succeeded her as teacher in our school. Miss H. L. Humphrey closes with this month a very pleasant term of three years labor in this school, for new relations, which, we trust, will be fraught with happiness and prosperity to herself and the circle in which she has entered.

It is scarcely necessary for me to repeat what I have said so often, in speaking of the meed of praise which is due my co-workers, their readiness and faithfulness in every good word and work, in season and out of season, without which we could not have presented the labors of this year as possessing any success whatever. Increasing experience renders their services more valuable, and, I know, in your often repeated visits, you have fully marked their fidelity. I can only hope that they may be blessed with health and strength for continuance in these special and peculiar toils.

As in former years, I am especially under obligations for your suggestions and friendly aid in meeting the exigences of my position, without which, in the pressure of care consequent upon our additional building work, many of my efforts had been of little avail. I have reason to appreciate the repeated evidences of your confidence which, in my labors in the services of the Institution, I have received at your hands.

I would close this report, acknowledging the goodness and mercy of our Heavenly Father in his guardianship over all the interests of this school, asking his divine guidance upon your efforts and ours for the future good of these unfortunate boys,



assured that efforts to elevate fallen humanity must be especially commended to his favor.

Respectfully,

CHARLES JOHNSON,

*Superintendent.*

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EXTRACT FROM TEACHER'S REPORT.

The scholarship of the boys when received under our instruction, is at a low standard. Among these boys are many who on account of their turbulent spirits and indifference to study, have been expelled from the public schools, and thus pass without restraint into another department of education, more congenial to their tastes. Acting thus freely, with scarcely any efforts of their parents to direct their actions, they are often drawn into associations and influences which mould them for mischief, and entrap them in vice. Familiarity with which unfits them for the pure pleasure which grows out of a love of truth, or the mental discipline which is required in this, our day, to meet the duties of citizenship in a nation that calls for intelligence and virtue.

It is doubtful whether the amount of culture which we can give them will ever lift as completely as we desire, the dark shadow of ignorance and error in which they have become involved.

Being almost entirely unused to any kind of mental labor, they are in the habit of giving loose reign to their passions, and letting their thoughts wander without control, as this or that temptation is brought to bear upon them. To overcome and check these natural tendencies is one of the first and most essential duties of the teacher.

These dormant faculties cannot be made to act immediately, nor with that precision or force that they would had they been cultivated in their more juvenile years. Our school hours remain as usual, from six to eight A. M., and from five until

eight P. M., making in all, five hours of school each day, three-fifths of which is spent in the evening, after the best energies of both mind and body have been expended in performing their daily tasks.

On account of our building the past year, it was deemed expedient to detain from the school some of our larger boys, to assist on the work, thereby affording them but a limited chance for mental improvement. Notwithstanding these and many other disadvantages, which will of necessity occur in an institution of this kind, where boys are continually coming and going, I feel free to state that through the untiring efforts of the teachers and others of the Institution, taking the year together, the boys have made excellent progress in their studies, and that their advancement will compare favorably with former years. And still though around us we see many indications that are promising, all is not as perfect as we might wish. Would that we could send them each and all forth into the world as finished scholars, that they might be better able and fitted to withstand the trials and temptations of life. The present arrangements of the schools are very nearly as they were one year ago, save the addition of one lady teacher. With an aggregate of two hundred and eighty-five boys, it will readily be seen that there is ample work for each teacher, and yet a possibility that they cannot do for each pupil what they would wish.

It is contemplated to add one more teacher in this department at once, thus relieving materially the present crowded state of the school.

Every effort is used to make the schools interesting and profitable. The boys are allowed from fifteen minutes to one-half of an hour each evening to read library books and papers which they frequently receive from their friends. We endeavor to spend a few moments each evening in relating historical and biographical sketches, to which they listen with the utmost attention, affording us a rare opportunity of teaching moral

lessons, which on these occasions we can fix almost indelibly upon their minds.

Our library has been somewhat increased during the year. Of the five hundred dollars appropriated for that purpose, there have been purchased seventy books, composed mostly of histories and biographies. Many of our best books are getting the worse for wear, and will shortly need rebinding. It has frequently been asked by those visiting the Institution, if we would receive small donations of books. In answer, I will say, that any and all donations will be gladly received, and the boys whom you thus benefit, will never cease to be grateful for them.

We tender, in behalf of the boys, our sincere thanks to those gentlemen who have sent papers for the use of the school, and if they could see how eagerly they were read, I dare say they would feel amply rewarded for their kindness.

Before I close, gentlemen, allow me to express my obligations to my associate teachers, both for their untiring efforts in their several school departments, and their readiness to assist and make pleasant, duties outside of their respective rooms.

We earnestly hope that our efforts, though feeble, may merit the blessings of Him who searcheth all hearts, and prove to be good seed sown on good ground, that will ere long spring up and yield much fruit.

Relying in the future, as in the past, on Divine aid for our success, we will go on our way rejoicing that we are allowed the pleasure of working in that department of our Lord's vineyard which embraces the cultivation of the immortal mind, feeling assured that we receive the sympathy of all who are interested in the noble work of reformation.

Respectfully submitted.

JAMES M. SPROUT,  
*Principal Teacher.*

## SUNDAY SCHOOLS.

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REPORT OF REV. THOMAS WRIGHT.

HON. O. HOSFORD—*Dear Sir:* In response to your invitation to furnish a paper on Michigan Sunday Schools, I am glad to say that though we are not so thoroughly organized for aggressive movements as is desirable, throughout the State, there is yet a steadily advancing and healthful spirit in our Sunday School work generally. Some of the Christian denominations are organizing systematic efforts through Sunday School Institutes, that promise much good by the introduction of improved methods, and by elevating the standard of teaching. No class of persons are more eager for information that will aid them to greater efficiency and success than Sunday School officers and teachers. In other cases the same thing is being done by union organizations of counties. Among these none are more efficient than the counties of Kalamazoo, Washtenaw and Oakland. If all the counties of the State would imitate their example, we should be able to behold something much more like a proper enthusiasm in this great work, and a proper appreciation of its importance to the commonwealth. As friends of the young, we see the need of this all the more, when we take up your last report and read such passages as these: "Little interest is felt in the schools, or care for them on the part of school officers. In the small districts they seek for inexperienced, incompetent, cheap teachers. There are thus found a large number of inferior schools doing but little good. Most of the schools are entirely destitute of apparatus, even the cheapest and most simple. In the change from town-

ship to district libraries the books become scattered, and now scarcely one can be found. What is needed more than anything else, is a knowledge on the part of the people of how much their own immediate prosperity depends upon the education of the masses." In these circumstances, the Sunday School does step in and quicken the sense of responsibility for education in these neglected communities. It works side by side with the common school in building up the character and intelligence of the people. The Sunday School should therefore be made as universal as the common school, and it should be no irresponsible, haphazard agency, but held accountable for being capable of doing its work well, and then for doing it well. In both these respects, our Sunday School missionary agencies in this State have now the confidence of the Christian public, and they have won it by intelligent, systematic, patient endeavors, especially in the remote districts, to rally the people, parents and children together around the word of God. Three-fourths of the people of Michigan live in the rural districts and small towns, so that even where the number of children in these districts is not large, a well furnished and well sustained Sabbath School will be found greatly helpful in raising the moral tone of the community, and in the aggregate, the minds of thousands who would otherwise grow up ignorant of God's word, and unfitted for the duties of life, will be permanently benefited. Hundreds of settlements are found in our State without any form of Christian instruction, and many without a vestige of Christian influence. All these stand with open doors to welcome the mission Sabbath School. It is attended by all ages of the people, being often their only religious privilege. Unsectarian in its character, the mission Sunday School is thus able to do much to improve the tone of public feeling and morality, to inspire love of order and self-respect among old and young. Says one of my associates, "Teachers uniformly testify to the decided improvement of the common school from the reflex influence upon it of the Sunday School."

"It is a great deal easier getting along in my school, the children are so much easier managed now than before we had a Sunday School," said one teacher, and she was not alone in her testimony. Said one of the county common school superintendents, "I invariably find the best schools where I find the Bible on the desk, and the best discipline where it is daily read in school." This is not the place to argue the question of Bible reading in the schools, but with your permission I will adduce the testimony of one of the closest observers and students of the whole subject of education, the late Frederick A. Packard:

"We cannot avoid the conviction, that under political institutions so free as ours, and with a population so heterogeneous, the exclusion of systematic, judicious, thorough, religious instruction from the public schools is a radical, and we fear, fatal defect. It is not the reading of the Scriptures, nor a devotional service, nor an occasional recognition of moral obligation, however desirable these things may be, that is 'to establish in our youth the principles of piety and justice, and a sacred regard to truth.' The conscience must be awakened; the recognition of an infinitely perfect law, binding upon all moral and intelligent beings, must be inculcated. The right of government, divine and human, and the duty of obedience, and the consequence of disobedience, must be set forth, not in formal exhortations, perhaps, but incidentally and naturally, in the daily order of school life. It must be incorporated with studies, pastimes, commendations and reproofs. It must have its time and place, even in the play-ground. The sacred influence should distil from the temper, tone of voice, gentle demeanor and tender sympathy of the teacher upon the young hearts about him. If he appreciates the responsibility of his post, and comprehends the true end of educating a child, he will have no difficulty in mingling the precepts of morality and the principles of piety with the current of daily instruction and intercourse with boys and girls, and that, too, without

trespassing on the rights of conscience, or stepping a hair's breadth out of his proper province as a servant of the State."

Our Sunday School missions in the new parts of the State are still conducted with zeal and efficiency, and the results of usefulness constantly appear. They reach the places reached by no other agency, following up the settlers to their farthest habitations in the woods, taking in for the use of all ages, supplies of the New Testament, libraries of unsectarian books, singing-books, and papers, something for the wants of all, and giving away what the people are not able to buy.

During the past year 87 new schools have been organized by the aid of this union agency, embracing 441 teachers and 2,375 scholars. Besides these, 508 other schools have been visited or otherwise aided.

As an example of the condition of things under which these schools are planted, take the cases of one or two of them. On hearing that settlements were forming in Wexford county, the Sunday School missionary for the western border of the State visited them last summer, and was heartily welcomed. In one instance a young man came out eight miles to meet the missionary and pilot him into the neighborhood where he lived. Finding no school-house there, the missionary rallied the people to a bee, put up a building of logs, and planted the Sunday School, and furnished it with means to keep it up and make it useful. A school district was organized immediately, a teacher procured, and the daily public school established.

In another case, where other agencies had failed to keep up a Sunday School, the missionary was invited to come and see what could be done through the union agency. There was but one Christian family in the district, the others were irreligious, Sabbath breakers, and profane. By exciting their curiosity they were induced to attend the first meeting held by the missionary. The idea that it was to be a union Sunday School, and that they could have everything just as they saw fit to have it, and that the good people elsewhere had so much inter-

est in them as to send a missionary and books to them, took hold of them deeply as freemen, and at the same time, as those not fulfilling their duties to their children, and they took hold; and although the circumstances were such that the Christian man could be present but once a month, the school was carried on successfully, gathering in nearly all the population within reach.

THOMAS WRIGHT,

*Supt. S. S. Missions for Am. S. S. Union.*



## LOSS AND GAIN IN THE COUNTIES.

In the reported loss and gain in the counties, in the Abstracts, the reader may be misled, without an explanation.

The new counties, of course, show the entire number as gain. Thus, Alcona shows a gain of 133. But the whole of this was taken from Alpena, which shows a loss of 77. The actual increase in Alpena is, therefore, 56. So Benzie is taken from Grand Traverse, and counts as gain, the whole number, 527. Grand Traverse shows a loss of 463; but the actual gain being 91. Wexford, with 101 children, was taken from Manistee; yet the latter shows a gain of 432; the actual gain being 533. Charlevoix, with 267, was taken from Emmet, from which no schools are reported. Osceola, with 421 children, was taken from Mecosta. Adding this to the reported gain of 97 in Mecosta, makes the actual gain 518. Chippewa reports a gain of 319; but no report was made last year, from Sault Ste. Marie, with 301 children; so that the actual increase is not much more than 20. Of the 49 children in the "supplementary," (reports received after the tables were made up,) 7 should be added to the gain in Isabella, and 42 to Calhoun.

# ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1869.

COUNTIES.	No. of Townships.	Whole Districts.	Fractional Districts.	Av. Wages per month of Male Teachers.	Av. Wages per month of Female Teachers.	No. of Children between the ages of 5 and 20 years.	Increase. *Decrease.	No. of Children attending School during the year.	No. attending School under 5 or over 20 years of age.
Allegan	24	145	17	\$47 35	\$22 61	10,190	395	7,918	161
Alcona	1	2	-----	86 85	35 50	133	133	119	3
Alpena	1	1	-----	75 00	40 00	404	*77	320	-----
Antrim	6	9	1	33 97	14 72	481	151	317	9
Barry	16	111	34	36 27	17 85	7,397	251	5,813	109
Bay	9	23	-----	98 60	37 68	4,213	942	2,723	40
Benzie	9	15	1	38 64	14 64	527	527	275	7
Berrien	21	118	29	49 46	24 61	12,011	512	8,897	167
Branch	17	96	38	41 26	18 16	8,699	17	6,777	176
Calhoun	22	107	53	48 25	21 82	11,488	382	9,464	150
Cass	15	100	21	47 18	22 24	7,312	12	6,007	120
Charlevoix	5	8	2	26 00	12 09	267	267	195	6
Cheboygan	2	4	-----	48 33	28 25	441	79	253	2
Chippewa	2	2	-----	55 00	16 98	424	319	108	-----
Clinton	16	104	28	33 81	19 15	7,676	371	5,735	133
Delta	1	1	-----	75 00	37 65	289	8	214	12
Eaton	16	106	29	38 55	18 68	8,066	317	6,895	227
Genesee	19	113	49	46 36	20 09	10,642	539	8,213	153
Grand Traverse	7	25	3	42 31	20 24	1,140	*463	864	18
Gratiot	16	72	20	31 08	16 11	8,904	248	3,051	100
Hilldale	19	130	42	40 15	19 32	10,809	206	8,763	157
Houghton	7	11	-----	92 92	56 64	3,762	510	2,471	-----
Huron	18	29	5	39 15	29 59	2,256	518	1,375	17
Ingham	17	96	37	41 77	20 37	8,329	524	5,880	178
Ionia	16	106	31	39 86	21 11	9,267	224	7,184	158
Iosco	7	11	-----	59 74	16 68	696	136	403	-----
Isabella	7	26	3	32 65	16 39	1,160	65	736	15
Jackson	20	112	22	50 11	21 88	10,354	247	8,821	210
Kalamazoo	16	96	38	48 57	25 63	10,394	167	7,607	131
Kent	25	139	56	53 49	26 68	15,962	753	11,971	212
Keweenaw	7	11	-----	60 04	47 10	1,274	*123	1,063	6
Lapeer	19	80	38	40 66	19 53	7,061	384	5,710	244
Leelanaw	8	24	7	24 88	15 36	1,192	57	749	12
Lenawee	24	137	63	42 25	20 96	14,721	54	10,415	276
Livingston	16	89	41	38 94	16 51	6,494	*57	5,325	127
Mackinac	3	4	-----	62 50	30 59	648	*14	388	4
Macomb	14	72	39	53 70	22 14	9,588	192	6,640	152
Manistee	7	11	4	71 03	29 87	1,431	432	944	9
Manitou	3	3	-----	33 33	25 45	535	197	137	7
Marquette	5	12	1	110 63	60 48	2,846	841	1,519	9
Mason	6	11	2	28 17	30 47	553	*75	381	2
Mecosta	18	28	3	44 01	23 06	1,251	97	908	7
Menominee	2	3	-----	60 37	31 62	293	18	220	-----
Midland	8	16	3	38 57	27 56	880	157	406	19
Monroe	16	93	28	36 16	18 64	9,915	536	6,098	172
Montcalm	17	72	16	41 59	18 04	4,184	349	3,315	65
Muskegon	13	87	11	65 55	30 55	3,860	135	2,948	46
Newaygo	14	43	9	54 51	20 65	2,136	207	1,556	22
Oakland	25	151	68	44 24	20 75	13,181	*20	10,437	456
Oceana	13	82	10	31 01	19 04	1,330	*76	1,415	23
Ontonagon	4	5	1	72 10	40 97	1,223	*97	990	1
Osceola	5	8	4	16 00	23 52	421	421	179	-----
Ottawa	17	85	18	45 16	24 30	8,763	481	6,555	91

## ABSTRACT OF SCHOOL INSPECTORS' REPORTS—CONTINUED.

COUNTIES.	No. of Townships.	Whole Districts.	Fractional Districts.	Av. Wages per month of Male Teachers.	Av. Wages per month of Female Teachers.	No. of Children between the ages of 5 and 20 years.	Increase. *Decrease.	No. of Children attending School during the year.	No. attending School under 5 or over 20 years of age.
Saginaw .....	24	80	12	78 45	83 27	11,109	1,121	7,387	73
Sanilac .....	20	73	6	86 93	21 58	4,881	*76	3,539	80
Shiawassee .....	18	88	24	45 48	18 56	6,751	273	5,584	148
St. Clair .....	26	117	24	52 09	21 65	13,412	289	8,823	159
St. Joseph .....	16	84	38	48 43	21 88	8,683	112	7,075	217
Tuscola .....	22	69	19	35 40	21 84	4,555	621	3,540	110
Van Buren .....	18	107	34	46 46	21 68	9,659	567	7,256	189
Washtenaw .....	22	114	50	55 74	22 26	12,624	1,034	9,698	256
Wayne .....	20	111	29	62 55	31 73	89,927	4,742	18,651	167
Wexford .....	2	3	1	30 00	17 00	101	101	87	-----
Supplementary .....	-----	-----	-----	-----	-----	49	-----	205	9
Total .....	828	3,891	1,161	\$47 71	\$24 55	874,774	20,021	269,587	5,869

# ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY COUNTIES, FOR 1889.

COUNTIES.	Av. No. of Months School.	No. Volumes added to Library.	No. Volumes in District Library.	Paid for Books.	No. of School-Houses, & Material of Construction.				Value of School-Houses and Lots.	No. of Grad. Schools.	No. Visits by County Superintendents.
					Stone.	Brick.	Frame.	Log.			
Allegan.....	6.1	120	1,196	\$186 54	---	4	141	16	\$109,250	7	132
Alcona.....	6.8	---	---	---	---	---	2	---	700	---	---
Alpena.....	7.0	---	---	---	---	---	3	---	17,600	1	---
Antrim.....	5.1	---	---	---	---	---	2	8	1,880	---	---
Barry.....	6.1	32	1,229	18 65	---	2	113	17	54,815	4	133
Bay.....	6.9	---	---	---	---	2	22	3	135,955	3	27
Benzie.....	4.4	---	---	---	---	---	3	7	1,125	---	---
Berrien.....	6.6	21	2,196	25 50	---	11	138	2	180,167	9	224
Branch.....	6.8	11	1,070	21 04	10	19	106	1	154,606	5	198
Calhoun.....	7.2	90	3,655	147 31	6	19	136	8	247,285	5	113
Cass.....	6.7	16	3,359	21 74	---	20	92	7	106,329	6	158
Charlevoix.....	4.0	---	---	---	---	---	2	5	1,720	---	2
Cheboygan.....	5.1	---	---	---	---	---	1	3	1,355	1	---
Chippewa.....	5.8	---	---	---	---	---	2	1	1,300	---	---
Clinton.....	6.5	5	1,111	2 00	---	1	106	23	73,752	5	235
Delta.....	9.0	16	262	---	---	---	1	---	2,350	1	---
Eaton.....	6.3	12	815	15 26	1	9	104	19	77,135	4	91
Genesee.....	6.6	8	2,100	10 00	---	11	140	5	158,569	10	212
Grand Traverse.....	4.9	1	44	10 00	---	---	8	21	7,523	---	20
Gratiot.....	5.0	10	353	5 60	---	1	41	46	31,688	2	66
Hillsdale.....	6.9	376	9,171	379 05	10	22	126	4	193,572	5	275
Houghton.....	8.3	261	812	386 57	1	---	11	---	53,270	4	2
Huron.....	5.4	---	26	---	---	---	20	10	8,755	1	38
Ingham.....	6.6	6	657	8 50	---	15	112	7	107,768	6	140
Ionia.....	6.5	---	192	---	1	3	114	19	76,436	6	196
Iosco.....	5.0	---	---	---	---	---	5	1	10,350	---	---
Isabella.....	5.1	41	41	63 30	---	---	4	16	3,864	---	42
Jackson.....	6.1	309	2,053	511 87	8	42	112	3	222,215	7	217
Kalamazoo.....	7.0	703	4,507	1,009 39	---	18	85	3	169,129	5	171
Kent.....	6.7	150	3,307	267 39	1	8	174	13	233,500	11	159
Keweenaw.....	7.4	---	569	4 68	---	---	8	1	11,600	1	19
Lapeer.....	6.4	5	826	6 52	---	2	102	12	76,174	3	183
Leelanaw.....	4.0	---	30	---	---	---	2	24	6,077	---	30
Lenawee.....	7.2	468	4,220	337 66	8	40	153	5	324,161	11	241
Livingston.....	6.6	2	729	7 19	4	11	108	4	104,168	3	74
Mackinac.....	7.4	---	---	---	---	---	5	---	1,950	1	10
Macomb.....	6.6	87	1,271	47 00	2	12	92	4	93,310	9	212
Manistee.....	4.4	---	133	---	---	1	3	5	22,080	1	14
Manitou.....	4.7	---	---	---	---	---	3	---	850	---	---
Marquette.....	7.0	179	404	273 52	1	2	8	2	35,310	2	29
Mason.....	4.6	---	---	---	---	---	4	8	5,125	1	19
Mecosta.....	5.2	---	---	---	---	---	9	18	7,951	1	36
Menominee.....	7.3	---	---	---	---	---	3	---	5,980	---	---
Midland.....	5.0	---	452	---	---	1	9	4	9,013	1	25
Monroe.....	6.4	181	2,167	205 01	2	25	83	12	90,139	5	114
Montcalm.....	5.8	120	414	56 37	---	1	50	37	58,972	2	162
Muskegon.....	5.3	---	143	---	---	---	35	17	53,513	2	55
Newaygo.....	5.1	---	628	---	---	---	27	18	21,049	1	52
Oakland.....	6.9	95	3,386	108 42	12	20	185	2	214,013	11	163
Oceana.....	4.5	11	76	2 50	---	---	26	14	23,885	2	35
Ontonagon.....	9.2	172	2,452	285 00	---	---	4	2	9,100	4	5
Osceola.....	2.8	---	---	---	---	---	1	7	2,030	---	---
Ottawa.....	7.1	21	753	29 50	1	---	91	14	71,419	7	185

## ABSTRACT OF SCHOOL INSPECTORS' REPORTS—CONTINUED.

COUNTIES.	Av. No. of Months School.	No. Volumes added to Library.	No. Volumes in District Library.	Paid for Books.	No. of School-Houses & Material of Construction.				Value of School-Houses and Lots.	No. of Grad. Schools.	No. Visits by County Superintendents.
					Stone.	Brick.	Frame.	Log.			
Saginaw.....	6.3	502	2,517	853 03	---	8	74	16	271,166	4	87
Sanilac.....	5.1	30	579	38 99	---	3	43	25	28,740	5	113
Shiawassee.....	6.0	5	319	20 00	---	5	83	22	133,854	6	108
St. Clair.....	6.7	30	3,009	54 65	---	6	117	25	108,070	5	81
St. Joseph.....	7.1	27	1,433	30 83	1	22	99	3	188,360	3	185
Tuscola.....	6.1	25	606	34 35	---	1	54	27	32,499	3	140
Van Buren.....	6.6	91	1,989	61 25	---	5	121	6	119,145	9	194
Washtenaw.....	7.1	105	1,846	456 00	9	42	117	7	343,225	6	137
Wayne.....	7.5	3,341	27,068	4,502 82	---	42	113	3	414,111	12	176
Wexford.....	5.5	---	---	---	---	---	---	4	400	---	---
Supplementary.....	---	---	---	21 40	---	---	2	2	925	---	6
Total.....	6.3	7,635	96,580	10,727 61	74	459	3767	621	\$5,331,774	236	5,744

**ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY  
COUNTIES, FOR 1889.**

COUNTIES.	No. Visits by Direct rs	No. Qualified Male Teachers.	No. Qualified Female Teachers.	No. Months School by Male Teachers.	No. Months School by Female Teachers.	Total Wages of Male Teachers for the Yr	Total Wages of Female Teachers for the Year.	No. of Months Board by Districts.
Allegan .....	308	68	262	246.8	980.7	\$11,686 72	\$21,043 55	461.1
Alcona .....	2	1	8	7.7	10.0	668 84	355 00	-----
Alpena .....	10	1	4	6.0	27.5	450 00	1,100 00	-----
Antrim .....	18	8	11	9.0	87.8	805 75	556 75	15.8
Barry .....	255	68	206	220.1	708.0	7,988 99	12,549 45	465.8
Bay .....	53	11	63	50.0	822.5	4,980 00	12,142 20	28.5
Benzie .....	18	4	11	11.5	42.5	814 00	619 50	20.0
Berrien .....	807	80	240	290.7	1016.0	14,376 98	25,005 92	152.1
Branch .....	287	64	224	231.8	908.5	9,564 61	16,506 46	476.0
Calhoun .....	804	69	292	268.8	1285.7	12,966 11	28,052 86	525.4
Cass .....	276	79	177	286.6	657.0	18,526 40	14,618 04	862.8
Charlevoix .....	11	8	9	7.0	29.0	182 00	388 50	20.0
Cheboygan .....	12	4	8	12.0	14.0	580 00	896 00	3.0
Chippewa .....	6	2	1	6.0	5.5	880 00	93 85	-----
Clinton .....	222	56	195	207.8	747.0	7,010 70	14,308 07	508.0
Delta .....	-----	1	8	4.0	17.0	800 00	640 00	-----
Eaton .....	229	60	228	198.8	759.4	7,452 47	14,128 88	427.0
Genesee .....	849	78	262	287.8	1058.8	18,848 50	21,185 66	702.6
Grand Traverse .....	80	7	88	29.0	126.1	1,227 00	2,552 51	68.8
Gratiot .....	128	35	114	107.5	856.6	8,841 88	5,785 57	258.7
Hillsdale .....	447	91	268	298.7	1088.4	11,794 21	20,061 48	519.0
Houghton .....	78	12	28	99.8	196.7	9,217 50	10,740 48	-----
Huron .....	95	9	88	30.5	148.1	1,194 00	4,185 11	21.5
Ingham .....	272	52	228	190.8	846.8	7,949 22	17,288 21	488.0
Ionia .....	842	75	211	268.0	788.0	10,488 28	16,686 68	491.6
Iosco .....	15	4	10	19.0	40.0	1,185 00	667 00	15.0
Isabella .....	82	17	22	47.8	65.5	1,580 50	1,073 81	57.8
Jackson .....	816	80	251	329.5	1086.8	16,524 88	28,788 80	581.9
Kalamazoo .....	244	68	240	239.6	958.1	11,591 61	24,557 68	490.0
Kent .....	480	84	382	309.8	1496.3	16,544 80	39,925 88	625.8
Keweenaw .....	81	9	5	64.5	38.8	8,872 74	1,592 00	-----
Lapeer .....	215	50	177	178.8	695.0	7,250 20	18,577 97	327.8
Leelanaw .....	44	18	28	44.1	85.8	1,097 51	1,809 90	45.1
Leavenworth .....	461	112	355	399.8	1626.8	16,901 74	34,061 28	597.2
Livingsston .....	210	70	178	245.5	655.0	9,561 98	10,816 98	524.9
Mackinac .....	19	8	6	20.0	28.7	1,250 00	877 75	-----
Macomb .....	272	46	172	196.6	769.9	10,557 51	17,056 82	288.8
Manistee .....	21	6	18	29.0	95.5	2,060 00	2,558 50	10.5
Manitou .....	18	1	8	8.0	11.0	100 00	280 00	-----
Marquette .....	81	9	22	58.4	162.7	6,442 00	9,905 00	-----
Mason .....	22	4	16	12.0	45.5	888 00	1,886 50	18.8
Mecosta .....	88	9	82	35.0	128.4	1,540 58	2,346 18	90.4
Menominee .....	8	2	5	6.0	21.0	862 22	664 00	-----
Midland .....	89	6	80	16.0	73.8	621 96	2,020 40	25.0
Monroe .....	242	54	158	201.9	611.2	7,801 79	11,898 46	288.7
Montcalm .....	156	24	124	94.5	468.8	8,980 87	8,458 92	848.0
Muskegon .....	75	12	87	55.5	329.2	8,688 20	10,058 24	99.9
Newaygo .....	69	12	63	41.0	280.7	2,235 15	4,764 87	120.0
Oakland .....	414	116	316	480.2	1886.0	21,244 06	27,729 84	680.8
Oceana .....	69	17	55	50.7	177.2	1,602 86	3,374 68	109.7
Ontonagon .....	16	6	15	44.5	88.5	8,208 50	8,481 48	-----
Oscoda .....	-----	2	2	6.0	28.0	96 00	541 00	11.0
Ottawa .....	381	65	148	271.7	599.2	12,270 90	14,561 88	259.5

## ABSTRACT OF SCHOOL INSPECTORS' REPORTS—CONTINUED.

COUNTIES.	No. Visits by Direct'rs	No. Qualified Male Teachers.	No. Qualified Female Teachers.	No. Months School by Male Teachers.	No. Months School by Female Teachers	Total Wages of Male Teachers for the Yr	Total Wages of Female Teachers for the Year.	No. of Months Board by Districts.
Saginaw.....	190	35	168	171.2	846.4	13,431 24	28,161 42	192.3
Sanilac.....	220	35	194	109.4	881.0	4,028 36	8,321 86	66.7
Shiawassee.....	188	48	170	190.6	665.9	8,669 16	12,261 31	305.1
St. Clair.....	412	51	215	224.0	985.0	11,668 56	21,832 55	164.5
St. Joseph.....	300	73	196	296.1	885.6	14,341 00	18,286 01	460.5
Tuscola.....	185	29	127	188.8	425.3	4,914 20	9,291 68	210.2
Van Buren.....	280	64	229	287.8	665.1	11,026 62	18,955 82	408.1
Washtenaw.....	386	96	278	397.9	1384.4	22,180 78	31,822 48	502.1
Wayne.....	601	79	384	878.1	2081.0	28,662 84	64,449 97	372.0
Wexford.....	2	1	5	2.0	10.0	60 00	170 00	16.0
Supplementary.....	18	4	6	10.5	17.5	412 18	812 00	2.0
Total .....	10,670	2,354	7,395	9,021	30,448	\$430,389 86	\$747,458 50	14,167

## FINANCIAL REPORT—RECEIPTS.

COUNTIES.	Moneys on hand September 7, 1868.	Two Mill Tax.	Primary School Fund	Rate Bills.	Tuition of Non-resident Scholars.	District Taxes to Pay Teachers' Wages.
Allegan.....	\$6,266 06	\$7,898 88	\$4,854 54	\$2,048 68	\$681 21	\$19,182 00
Alcona.....	79 26	882 80	54 85			181 00
Alpena.....		1,008 00	171 08			875 92
Antrim.....	827 80	689 18	149 10	109 53	8 50	181 00
Barry.....	2,506 85	4,728 22	3,151 37	2,432 31	183 50	9,889 52
Bay.....	36,791 62	1,987 88	1,510 26	62 00	116 82	15,616 41
Benzie.....	82 45	321 68	107 05	229 14	21 55	98 40
Berrien.....	4,808 82	10,991 88	5,585 06	1,468 71	646 92	28,680 58
Branch.....	2,140 86	7,888 50	4,878 60	2,788 48	811 97	28,885 15
Calhoun.....	25,670 90	12,760 12	5,895 50	4,790 17	694 45	19,000 87
Cass.....	4,814 81	6,850 78	3,468 88	3,119 52	456 27	10,512 16
Charlevoix.....	19 65	48 67	11 20	51 63	11 84	208 10
Cheboygan.....	2 80	417 57	170 14	49 45	6 00	698 00
Chippewa.....		44 00	49 85			
Clinton.....	4,086 02	5,490 67	3,435 88	1,981 62	199 18	7,182 88
Delta.....						
Eaton.....	2,357 08	6,945 48	8,626 74	2,688 67	872 25	7,764 72
Genesee.....	4,804 50	8,947 54	4,564 41	2,770 35	1,142 11	17,808 82
Grand Trv.....	868 15	560 56	844 11	392 48	49 04	885 48
Gratiot.....	2,988 74	1,822 23	1,571 11	507 84	68 40	4,147 12
Hillsdale.....	4,549 16	12,079 00	5,441 84	4,285 58	604 68	8,920 84
Houghton.....	4,508 18	2,759 26	1,616 12	88 85	78 66	15,985 92
Huron.....	1,408 75	1,788 61	821 88	605 42	24 25	1,640 16
Ingham.....	5,288 86	7,124 60	3,696 22	2,355 76	542 08	12,252 57
Ionia.....	2,675 84	8,897 80	4,485 86	3,298 10	740 40	8,249 97
Iosco.....	711 81	824 06	84 78		4 00	248 36
Isabella.....	281 88	1,078 20	506 70	156 07	78 48	880 00
Jackson.....	13,818 92	9,046 91	4,898 45	5,683 55	1,656 71	8,665 24
Kalamazoo.....	10,772 20	11,760 98	4,778 61	3,095 80	1,194 95	15,017 06
Kent.....	6,456 12	14,865 68	7,085 18	3,572 95	1,618 86	85,074 76
Keweenaw.....	8,529 88	2,242 80	260 68			3,994 18
Lapeer.....	1,761 72	4,282 88	2,877 71	2,079 74	686 19	8,288 52
Leelanaw.....	861 54	498 54	410 29	354 06	28 18	605 51
Lenawee.....	8,585 48	21,000 42	7,070 56	3,118 63	1,500 05	12,577 02
Livingston.....	2,019 44	6,459 44	3,114 60	5,778 46	698 96	2,918 82
Mackinac.....	591 46	806 72	271 50		5 00	1,066 87
Macomb.....	6,192 12	10,895 08	4,704 16	1,892 75	708 61	10,789 55
Manistee.....	892 82	654 00	705 83	101 58		2,958 47
Manitou.....	50 10	73 41	283 06	23 00	14 00	
Marquette.....	5,888 98	2,699 95	1,455 52			14,750 09
Mason.....	294 80	406 42	196 88	350 60	16 00	590 00
Mecosta.....	572 86	887 48	654 70	117 09	6 68	3,001 41
Menominee.....	888 24	990 16	148 80			281 20
Midland.....	1,264 24	1,491 91	800 00	98 40		495 00
Monroe.....	3,065 06	8,451 11	4,581 22	1,752 32	232 08	8,548 84
Montcalm.....	1,824 25	2,614 40	1,932 19	1,128 53	808 08	5,492 50
Muskegon.....	7,228 27	4,224 00	1,556 44	410 98	86 08	6,556 00
Newaygo.....	1,156 88	2,065 78	735 21	478 13	68 88	3,810 21
Oakland.....	6,790 58	17,150 79	6,861 89	9,701 50	1,663 67	20,016 07
Oceana.....	486 84	964 88	792 27	440 78	61 15	2,768 18
Ontonagon.....	1,822 94	4,408 82	404 46			3,664 00
Oscoda.....		58 50	15 98			120 00
Ottawa.....	4,428 04	3,908 94	3,708 86	1,886 53	214 49	18,288 69



## FINANCIAL REPORT—RECEIPTS,—CONTINUED.

COUNTIES.	Moneys on hand September 1, 1908.	Two Mill Tax.	Primary School Fund	Rate Bill.	Tuition of Non-resident Scholars.	District Taxes to Pay Teachers' Wages.
Saginaw .....	18,004 08	4,868 58	4,508 62	522 75	88 96	9,581 97
Sanilac .....	8,015 28	2,927 21	2,058 07	378 27	23 40	6,682 50
Shiawassee .....	6,268 44	4,422 04	3,246 89	1,398 51	549 42	10,920 26
St. Clair .....	5,716 51	7,057 82	5,974 19	1,242 11	382 20	22,302 24
St. Joseph .....	4,167 25	14,709 54	4,162 87	1,981 67	571 87	12,299 94
Tuscola .....	8,048 88	2,529 92	1,764 66	978 47	280 87	9,092 47
Van Buren .....	5,168 86	7,248 91	4,172 28	2,381 85	654 25	14,950 05
Washtenaw .....	7,997 72	20,711 84	5,884 84	8,844 80	3,063 29	28,394 96
Wayne .....	72,558 25	12,131 94	16,592 81	4,058 99	895 04	67,844 66
Wexford .....	48 28	79 97	22 98	145 25	7 55	87 50
Sup'mentary .....	22 40	604 87	86 85	145 43	7 18	658 00
Total .....	\$826,446 22	\$828,246 12	\$165,960 51	\$94,752 55	\$24,639 00	\$571,564 11

## FINANCIAL REPORT—RECEIPTS,—CONTINUED.

COUNTIES.	Other District Taxes.	Tax on Dogs.	Raised from all other Sources.	Total Resources for the Year.
Allegan .....	\$22,660 46	\$1,277 67	\$4,188 58	\$68,899 20
Alcona .....	180 45			1,146 70
Alpena .....	1,678 25			3,338 25
Antrim .....	485 50	25 84	851 18	2,322 92
Barry .....	10,468 91	984 15	1,961 22	86,259 84
Bay .....	21,297 00		11,585 78	88,928 85
Benzie .....	859 80	19 07	146 55	1,896 92
Berrien .....	24,245 98	1,761 26	2,579 14	75,144 57
Branch .....	12,186 24	1,229 98	8,082 30	57,489 25
Calhoun .....	26,782 86	1,410 98	18,114 74	114,875 12
Cass .....	14,662 04	1,281 84	6,606 24	52,088 05
Charlevoix .....	207 28		465 50	1,018 90
Cheboygan .....	186 81		24 00	1,550 26
Chippewa .....			880 00	423 85
Clinton .....	10,228 71	678 68	8,771 16	41,621 55
Delta .....			940 00	940 00
Eaton .....	12,087 78	1,042 41	1,823 07	38,904 57
Genesee .....	17,148 96	42 71	4,517 15	60,994 98
Grand Traverse .....	742 87	119 60	1,522 60	5,047 46
Gratiot .....	6,482 01	287 86	2,806 75	20,126 96
Hillsdale .....	15,891 48	808 75	28,252 48	76,615 90
Houghton .....	15,722 56		6,429 51	47,428 80
Huron .....	3,381 64	97 88	684 80	10,841 22
Ingham .....	27,152 78	865 10	10,715 07	68,910 18
Ionia .....	15,816 15	680 97	4,048 90	47,468 76
Iosco .....	858 00		10,861 94	18,587 67
Isabella .....	1,584 72		79 94	4,487 91
Jackson .....	58,066 61	710 49	17,904 76	114,980 57
Kalamazoo .....	26,426 12	1,077 61	8,432 28	82,417 81
Kent .....	40,896 57	1,102 19	9,985 10	119,701 70
Keweenaw .....	175 95		66 27	10,269 20
Lapeer .....	17,454 07	41 82	4,756 76	41,488 22
Leelanaw .....	1,318 18	265 88	188 80	4,449 66
Lenawee .....	46,744 97	1,280 20	60,959 62	162,896 89
Livingston .....	10,452 02	844 94	4,941 77	86,929 24
Mackinac .....			422 51	2,661 97
Macomb .....	12,442 88	1,254 48	1,882 18	48,682 18
Manistee .....	5,574 88	81 90	2,922 88	18,856 80
Manitou .....	49 62		85 25	527 44
Marquette .....	2,581 84		15,028 88	42,095 25
Mason .....	184 00	12 50	1,184 70	8,785 89
Mecosta .....	2,864 48	85 68	606 26	8,749 51
Menominee .....	224 27			1,977 16
Midland .....	2,641 21		1,885 50	7,627 21
Monroe .....	5,910 81	859 67	4,858 66	34,409 84
Montcalm .....	6,647 56	84 28	1,400 77	20,788 71
Muskegon .....	8,206 74	216 79	4,708 64	31,711 11
Newaygo .....	8,459 71	216 46	1,888 73	18,692 62
Oakland .....	18,050 28	142 85	15,925 91	88,858 97
Oceana .....	7,498 78	187 89	1,947 67	15,025 88
Ontonagon .....	745 15		458 81	11,505 78
Osceola .....	100 00		490 50	784 78
Ottawa .....	15,589 05	1,004 49	3,818 86	52,519 46

## FINANCIAL REPORT—RECEIPTS,—CONTINUED.

COUNTIES.	Other District Taxes.	Tax on Dogs.	Raised from all other Sources.	Total Resources for the Year.
Saginaw.....	\$10,696 76	\$ 70 80	\$56,892 84	\$110,523 00
Sanilac.....	6,524 00	628 75	1,674 76	24,156 17
Shiawassee.....	15,525 92	-----	1,966 87	46,950 28
St. Clair.....	14,760 06	884 95	26,847 49	85,166 94
St. Joseph.....	17,758 28	916 49	8,406 98	64,906 51
Tuscola.....	8,878 47	96 20	701 08	22,376 95
Van Buren.....	18,961 74	1,210 85	8,417 17	68,288 79
Washtenaw.....	86,723 20	706 97	19,840 68	121,020 16
Wayne.....	68,426 18	-----	79,475 98	817,226 12
Wexford.....	-----	-----	25 50	841 15
Supplementary.....	688 22	-----	761 81	2,904 75
Total .....	\$787,054 67	\$25,887 68	\$490,076 18	\$2,771,658 92

## FINANCIAL REPORT—EXPENDITURES.

COUNTIES.	Paid Male Teachers.	Paid Female Teachers.	Paid for Building and Repairs, and on Debts for same.	Paid for all other Purposes.
Allegan .....	\$11,667 73	\$20,965 85	\$19,778 54	\$8,878 60
Alcona .....	560 24	275 00	140 21	115 00
Alpena .....	450 00	1,100 00	.....	1,678 25
Antrim .....	826 10	511 40	1,056 95	86 00
Barry .....	7,961 80	11,970 17	9,818 66	4,824 91
Bay .....	4,980 00	12,015 75	45,864 85	17,606 06
Benzie .....	814 00	597 50	288 44	52 80
Berrien .....	14,502 70	24,740 85	12,470 92	15,407 85
Branch .....	9,481 84	16,869 88	21,689 95	8,702 72
Calhoun .....	12,966 12	27,152 21	48,795 25	15,950 18
Cass .....	18,504 90	18,948 22	9,108 28	10,691 47
Charlevoix .....	155 47	156 40	610 66	68 48
Cheboygan .....	687 65	390 00	80 48	288 40
Chippewa .....	880 00	98 85	.....	.....
Clinton .....	7,077 55	18,668 27	10,602 28	5,504 40
Delta .....	800 00	640 00	.....	.....
Eaton .....	7,582 70	18,689 18	6,968 65	7,580 81
Genesee .....	18,482 92	21,261 65	12,787 41	9,196 74
Grand Traverse .....	1,227 00	2,479 50	754 90	886 41
Grafton .....	8,866 70	5,564 80	7,507 16	2,288 10
Hillsdale .....	11,767 52	19,688 57	40,568 61	6,656 10
Houghton .....	9,217 50	10,740 48	5,149 66	15,892 15
Huron .....	1,166 00	4,025 20	1,804 46	762 70
Ingham .....	8,078 20	16,567 94	15,978 08	25,168 61
Ionia .....	11,490 55	16,081 74	10,905 54	6,580 23
Iosco .....	1,184 00	589 88	7,995 43	1,907 91
Isabella .....	1,484 64	962 48	1,078 80	500 21
Jackson .....	16,436 90	28,408 27	46,124 45	19,429 89
Kalamazoo .....	11,696 20	28,654 21	21,787 14	12,660 47
Kent .....	16,589 89	38,970 44	34,888 56	24,880 25
Keweenaw .....	4,129 74	1,592 50	457 94	1,009 85
Lapeer .....	7,284 00	12,954 99	15,212 56	8,744 68
Leelanaw .....	1,097 51	1,151 91	1,121 78	805 20
Lenawee .....	17,789 16	88,488 58	49,816 61	50,250 47
Livingston .....	9,527 40	10,001 17	10,889 45	4,549 94
Mackinac .....	1,250 00	877 75	188 59	165 54
Macomb .....	10,572 29	16,689 18	9,018 98	6,622 85
Manistee .....	2,081 25	2,708 00	8,914 18	8,984 46
Manitou .....	100 00	245 00	64 92	55 50
Marquette .....	6,075 00	9,805 00	14,028 90	4,178 87
Mason .....	888 00	1,861 51	1,860 50	490 56
Mecosta .....	1,402 58	2,787 90	1,109 75	1,678 41
Menominee .....	432 80	624 00	118 53	180 62
Midland .....	686 96	1,648 96	2,511 82	917 26
Monroe .....	7,421 79	11,486 90	8,788 50	8,328 80
Montcalm .....	8,892 20	8,898 87	4,612 23	2,412 15
Muskegon .....	8,565 66	9,776 08	5,940 46	6,185 85
Newaygo .....	2,817 10	4,767 42	2,608 97	1,920 85
Oakland .....	19,788 74	25,119 14	28,541 88	15,175 90
Oceana .....	1,555 57	3,182 68	4,525 26	4,847 69
Ontonagon .....	3,208 88	8,421 48	705 12	1,794 46
Osceola .....	96 00	452 98	64 00	10 00
Ottawa .....	12,456 90	14,848 68	12,964 11	6,401 17

## FINANCIAL REPORT—EXPENDITURES,—CONTINUED.

COUNTIES.	Paid Male Teachers.	Paid Female Teachers.	Paid for Building and Repairs, and on Debts for same.	Paid for all other Purposes.
Saginaw .....	13,572 90	27,794 93	30,549 52	25,907 54
Sanilac .....	4,005 12	8,795 50	5,197 07	2,416 08
Shiawassee .....	8,656 16	11,771 29	13,263 81	9,180 38
St. Clair .....	11,688 97	20,982 66	14,591 63	5,714 55
St. Joseph .....	14,293 13	17,910 59	15,003 68	7,699 57
Tuscola .....	4,842 10	8,376 45	3,228 41	2,815 05
Van Buren .....	11,065 54	13,519 29	18,878 08	8,444 01
Washtenaw .....	22,253 74	31,348 24	44,398 17	15,761 44
Wayne .....	23,580 67	64,162 63	62,251 64	45,565 38
Wexford .....	60 00	170 00	2 50	42 00
Supplementary .....	412 18	264 00	1,882 42	286 48
Total .....	\$430,901 81	\$728,559 05	\$776,074 00	\$465,983 60

## FINANCIAL REPORT—EXPENDITURES.

COUNTIES.	Amount on hand Sep- tember 6, 1889.	Total Expenditures for year, including am't on hand.	Total Indebtedness of Districts, Sept. 6th, 1889.
Allegan.....	\$6,266 33	\$68,399 15	\$10,656 96
Alcona.....	56 34	1,146 70	188 00
Alpena.....	.....	3,223 25	.....
Antrim.....	292 25	2,222 92	25 84
Barry.....	3,408 10	36,259 70	8,975 88
Bay.....	8,023 20	88,923 35	75,825 07
Benzie.....	134 70	1,396 92	123 62
Berrien.....	8,350 25	75,144 57	5,504 87
Branch.....	2,608 43	57,489 20	16,883 11
Calhoun.....	15,078 35	114,379 28	43,798 18
Cass.....	5,830 27	52,088 05	11,759 41
Charlevoix.....	24 71	1,018 86	942 02
Cheboygan.....	198 80	1,550 26	24 00
Chippewa.....	.....	423 35	.....
Clinton.....	5,229 25	41,621 55	14,619 76
Delta.....	.....	940 00	.....
Eaton.....	3,459 77	38,904 52	7,046 82
Genesee.....	4,219 00	61,002 78	11,859 04
Grand Traverse.....	199 68	5,047 46	743 83
Gratiot.....	2,632 45	20,126 94	5,758 90
Hillsdale.....	7,257 94	76,615 56	32,608 11
Houghton.....	6,494 30	47,429 00	9,604 04
Huron.....	2,526 33	10,341 22	619 44
Ingham.....	3,358 30	68,910 63	6,673 58
Ionia.....	3,603 35	47,463 19	5,649 44
Iosco.....	2,883 06	13,537 67	4,596 57
Isabella.....	456 22	4,487 90	371 60
Jackson.....	10,451 59	114,930 43	44,308 28
Kalamazoo.....	12,217 36	82,417 15	6,335 08
Kent.....	5,141 22	119,701 78	54,125 75
Keweenaw.....	3,078 69	10,269 20	1,108 00
Lapeer.....	3,059 31	41,545 22	10,888 51
Leelanaw.....	651 87	4,449 66	849 97
Lenawee.....	11,379 09	162,896 87	78,485 92
Livingston.....	1,953 74	36,929 00	87,302 56
Mackinac.....	166 06	2,661 97	.....
Macomb.....	6,793 00	48,632 13	6,098 11
Manistee.....	1,275 84	13,356 80	8,479 48
Manitou.....	62 02	527 44	95 00
Marquette.....	8,012 63	42,095 25	15,898 88
Mason.....	245 33	3,735 49	3,229 78
Mecosta.....	1,781 51	8,768 91	1,506 10
Menominee.....	696 23	1,977 16	40 00
Midland.....	1,583 98	7,627 21	1,374 99
Monroe.....	3,582 73	34,409 34	4,480 84
Montcalm.....	1,432 08	20,788 86	2,303 81
Muskegon.....	6,344 82	31,711 02	10,070 40
Newaygo.....	1,879 51	13,693 58	761 12
Oakland.....	8,089 59	88,358 64	31,449 04
Oceana.....	968 93	15,025 81	9,542 35
Ontonagon.....	1,386 24	11,505 73	832 24
Osceola.....	162 00	784 78	1,430 02
Ottawa.....	8,357 65	52,519 46	11,888 81

## FINANCIAL REPORT—EXPENDITURES,—CONTINUED.

COUNTIES.	Amount on hand September 6, 1899.	Total Expenditures for year, including amt on hand.	Total Indebtedness of District, Sept. 6th, 1899.
Saginaw .....	\$12,954 24	\$110,523 00	\$75,388 16
Sanilac .....	3,748 81	24,156 17	2,802 35
Shiawassee .....	3,789 01	46,950 23	4,787 41
St. Clair .....	31,167 73	85,166 95	37,485 57
St. Joseph .....	4,931 86	64,205 58	33,330 67
Tuscola .....	3,168 79	22,406 95	9,588 72
Van Buren .....	5,383 48	68,288 79	17,540 90
Washtenaw .....	7,106 32	121,020 01	62,271 18
Wayne .....	120,450 97	317,236 12	57,572 24
Wexford .....	49 70	341 15	-----
Supplementary .....	82 74	2,904 75	261 30
Total .....	\$388,542 37	\$2,771,658 92	\$917,027 87

ABSTRACT OF SCHOOL INSPECTORS' REPORTS, BY  
COUNTIES, FOR 1869.

COUNTIES.	No. of Volumes added to Town Library.	No. of Vol's in Town Library.	No. of New Districts.	No. of Meetings held by Inspectors.	No. of Select Schools.	No. attending Select Schools.	Am't voted at Spring Election for Libraries.	Am't of Fines, etc., received from County Treas. for Libraries.	Amount paid for Books for Town Libraries.	Amount paid Board of Inspectors.
Allegan.....	171	1,677	10	52	7	235	\$61 50	\$329 21	\$208 15	\$159 00
Alpena.....				4	1	50				18 00
Antrim.....	29	891	20	15			125 00	60 62	50 62	88 75
Barry.....	6	1,409	6	38	2	55		77 65	68 41	124 75
Bay.....				19	3	100	200 00			25 50
Benzie.....				9						27 50
Berrien.....	41	1,186	3	42	3	73	30 00	245 57	49 10	90 75
Branch.....		200	1	27						70 45
Calhoun.....		70	1	30	1	65		468 28	48 00	73 75
Cass.....				28	1	24		108 08	9 83	97 25
Charlevoix.....			7	11			10 00			41 50
Cheboygan.....		310	1	4				30 40		17 50
Chippewa.....			1	5	2	75				7 50
Clinton.....		100		30	5	300				96 00
Eaton.....		400		35	5	157				79 75
Genesee.....			2	31	2	80				139 00
Gd. Traverse.....	85	247	1	13	1	3	50 00		160 20	85 25
Gratiot.....		50		23	1		100 00	47 42		71 00
Hillsdale.....	50	434	1	35	3	50		610 23	82 14	112 00
Houghton.....		210		4	3	20		150 15		
Huron.....	80	335	1	18	3	45	75 00	9 00	200 00	42 50
Ingham.....		65	2	33	5	131		52 85	75 00	85 00
Ionia.....		754	1	25	4	90				55 50
Iosco.....		140	2	11	1	40	75 00			23 00
Isabella.....		14	1	8	4	65	175 00			26 25
Jackson.....		175	1	42	6	76		1,010 63		173 75
Kalamazoo.....	70	750	3	42	4	90		536 26	99 00	115 50
Kent.....		1,521	7	51	12	368				134 50
Keweenaw.....		710		5	1	30	50 00			37 00
Lapeer.....		187	2	35				13 48	5 50	106 99
Leelanaw.....	92	505	7	13	3	45	20 00	48 91	132 26	45 00
Lenawee.....	271	5,202	1	45	5	240	50 00	788 74	393 53	146 50
Livingston.....		517		16				5 00		39 75
Mackinac.....		31	1	9	2	50	25 00			28 50
Macomb.....		171		41	6	410				122 25
Manitou.....				9						27 00
Marquette.....		432		4		4		323 80		
Mason.....		66	2	13						41 25
Mecosta.....		273		17	2	7		115 67		55 25
Menominee.....			1	1	1	25				
Midland.....		70	5	13	1	10				37 00
Monroe.....	11	2,569	3	34	8	146		35 04	35 44	80 75
Montcalm.....	56	479		13	1	21	50 00	72 54	24 40	43 50
Muskegon.....	2	252	3	21	1	8			6 56	75 50
Newaygo.....	39	1,206	4	24	1	11		143 89	35 15	60 25
Oakland.....	63	3,656	41	1	33			610 17	48 37	137 25
Oceana.....	50	146	2	17	4	150			50 00	55 25
Ontonagon.....				11	1	20	100 00			4 00
Osceola.....			5	9				59 92		24 00
Ottawa.....	15	998	12	32	5	180		320 34	60 00	106 15



## ABSTRACT OF SCHOOL INSPECTORS' REPORTS,—CONTINUED.

COUNTIES.	No. of Volumes added to Town Library.	No. of Vol's in Town Library.	No. of New Districts.	No. of Meetings held by Inspectors.	No. of Select Schools.	No. attending Select Schools.	Am't voted at Spring Election for Libraries.	Am't of Fines, etc., received from County Treas. for Libraries.	Amount paid for Books for Town Libraries.	Amount paid Board of Inspectors.
Saginaw.....	108	1,788	7	79	12	485	770 00	1,296 64	265 55	157 20
Sanilac.....	56	884	6	37	1	7	25 00	210 84	62 20	188 50
Shiawassee.....	.....	435	4	35	1	16	.....	143 63	.....	98 95
St. Clair.....	27	1,326	2	53	3	115	.....	230 38	78 22	136 65
St. Joseph.....	.....	602	.....	31	3	75	.....	115 84	.....	110 00
Tuscola.....	.....	625	4	39	.....	.....	.....	.....	.....	117 75
Van Buren.....	11	1,491	3	43	2	45	50 00	816 88	25 00	119 25
Washtenaw.....	20	2,341	.....	32	4	325	15 00	867 19	81 00	111 00
Wayne.....	1082	3,055	.....	42	14	4204	.....	18,468 78	1,266 40	101 60
Wexford.....	.....	.....	.....	2	.....	.....	.....	.....	.....	6 00
Total.....	2870	40,254	141	1501	178	8807	\$2,056 50	\$27,418 88	\$8,567 42	\$4,235 55

for V. R.









